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VOLUME IV.—1858.

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THE

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# ILLINOIS TEACHER:

ORGAN OF THE

STATE TEACHERS' ASSOCIATION.

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N. BATEMAN, - - - - - EDITOR.

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## THE MEETING AT DECATUR.

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### RESULTS.

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THE Fifth Annual Meeting of the ILLINOIS STATE TEACHERS' ASSOCIATION, the proceedings and results of which will be found in this number of the *Teacher*, was in advance of any that preceded, in several important respects.

And first, there was a larger attendance of the teachers of the State than upon any former occasion. We mustered pretty strong at Chicago, a year ago; had a good meeting, and were much encouraged. But the very large assemblage at that place might, we had supposed, be accounted for, in part, by the many novelties and attractions of the city, and the desire to see, for the first time in the case of many, the commercial metropolis of our State. We own that we were of the number of those who anticipated a falling-off in the attendance at Decatur. But, instead of this, the number present was undoubtedly greater, by a large per cent., than at Chicago. The hotels were all crowded with delegates, and the hospitality of the whole city was required, to furnish quarters for the gathering hosts of the Free-School Army.

But another feature of the late meeting, and one which all seem to have noticed, was the vitality and enthusiasm which pervaded all minds and all hearts, and characterized all the proceedings from beginning to end. It was emphatically a meeting of '*live teachers*'—of teachers who felt that they had something to do, and who were in earnest about it.

It was a study for the observant, to witness the effect of this life-charged and glowing atmosphere upon the different delegations, as they arrived by every train and poured into the hall.

The relaxing features, the kindling eye, and the pleased surprise of these toil-worn and travel-worn sons and daughters of our laborious profession, soon gave evidence of the diffusive and sympathetic power of the animated and buoyant spirit that ruled the hour. No doubt many things might have been said and done more wisely; many expressions, with more reflection, might not have been uttered:—but what of that? Let any deliberative body, of equal numbers, that is without guilt in these respects, cast the first stone at *us*. We should not fear a very dangerous pelting on those terms! And besides, we prefer activity to lethargy, motion to stagnation, do-something to do-nothing, even if every speaker be not a Solomon, nor every sentence a Proverb.

Kindness and right feeling was another element, we think, which greatly distinguished our anniversary at Decatur. There was unity in diversity. Coincidence of views on all subjects, or indeed on any subject, was not to be expected in so large a body. But all seemed to be striving for the same great ends—the elevation of the Teachers' Profession, and the greatest success and efficiency of the school-system of Illinois. On all material issues, when the sense of the Association was fully declared, there was cordial acquiescence. This was just as it should be. If we would make progress in the great cause in which we are engaged, we must present an unbroken front upon every vital question of general interest and policy.

The public lectures and addresses also, with which the Association was favored, were of high character; some of them of most signal and extraordinary ability and power. The magnificent prose-poem of Professor YOUNG, upon the *Chemistry of the Sunbeam*, will live in the memory of those who heard it, as 'a thing of beauty and a joy for ever'. No man or woman, whom Professor YOUNG took by the hand that night, and led along, step by step, with such marvelous simplicity and skill, to the Pisgah-tops and Alpine heights of philosophy and glory, whence the gorgeous Uranorama of the universe lay mapped in light and sublimity before the rapt vision, can ever again look forth upon the green earth and star-jeweled heavens with the same eyes and feelings as before. To not a few, there will henceforth be to the eye of the soul 'new heavens and a new earth'. It was the grandest exhibition of the eternal harmonies that pervade and link together, in indissoluble unity, the most familiar phenomena of nature with the most stupendous displays of the Divine power and glory, through all the remotest outposts of the universe, to which we have ever listened, and contributed much toward leading the Association to that earnest consideration of the subject of Natural Science which followed.

The address of Professor EDWARDS, of St. Louis, on *Normal Schools*, was a most clear, logical, suggestive and scholarly pro-

duction; rich in thought, and the results of a large and varied experience; most appropriate and timely for us, who are seeking light from every quarter, to guide us in shaping most wisely the course of our own Normal University; and, withal, expressed in language of severest beauty and purity, and delivered with an elocution almost faultless. We congratulate our sister city upon such an acquisition to her educational force.

But time fails us in the pleasant duty of noticing, in detail, all the good things we enjoyed, in the way of public addresses, etc. We waive the subject now with less regret, because we hope soon to present several of these choicest papers to the readers of the *Teacher*, and others of them will be given to the public through some other medium.

Among the encouraging RESULTS of this meeting, not the least is implied in what has already been said respecting the earnestness, the *animus*, which pervaded it. The thorough arousing of the teachers of the State to see the necessity of prompt and decisive action is itself a token of the highest possible promise and importance.

The appointment of an Agent, to take the field and canvass the State under the auspices of the Association, was another act from which we anticipate the most beneficial results. The liberal salary offered, and the long list of names promptly pledged for the amount, sufficiently indicate both the interest of the Association in this measure and their confidence in the tried and veteran teacher whom they have commissioned to the work. We bespeak for our Agent, wherever he may go, such a welcome as the teachers of Illinois know so well how to give, and which will be to him a tower of strength and hope, in his arduous work, more potent than any munificence of 'material aid'. Again we say, friends, teachers, parents of Illinois! cordially receive and welcome our Agent; call upon him and he will help you; listen to him and he will instruct you; take his advice, for it will be good; follow it, for it will always be W-right!

The subject of *School Architecture* was another topic of great importance which received a large share of attention, and in which, as will be seen, decided progress was made in the right direction. But we can not, in this brief and necessarily hurried survey, give even a synopsis of many other important measures that were approved and put in train for practical development. For a full view of all that was done, we again refer our readers to the published proceedings.

It will be observed that no attempt has been made to report any of the remarks and speeches that were made upon the various subjects under consideration. We did, indeed, undertake, at first, to do this; but the amount of regular business was so great, and the demands upon the services of the Secretary and his assistant were so constant, that the effort was soon abandoned. It is to be regretted that a good reporter was not in

attendance (so far as we know) to sketch those debates; many of which were very able and spirited, and not a few sparkling with genuine eloquence. But, in addition to the above sufficient reason, we need not inform our readers that it is no part of the *duty* of a recording secretary to act also as a *reporter*. All that can justly be *required* of him is, to keep a complete and accurate record of the *actual business done*. This, thanks to the aid of our accomplished assistant, we claim to have fully performed. These few words were, perhaps, due from us, in explanation of the omission to which we have referred.

And now, fellow teachers, let us buckle on our harness for another campaign. We have gone up to our annual convocation, exchanged the cordial greeting and felt the warm pressure of the friendly hand. We have been roused by stirring eloquence, moved by earnest appeals, instructed by judicious counsels, and animated by cheering signs of substantial progress.

Gladdened by pleasant memories of the past; stimulated by the anticipation of a still grander rally at Galesburg; let us keep the banner flying. Teachers of Illinois, one and all, we tender you the compliments of the glad New Year. Let our motto be: WE WILL DO OUR DUTY.

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#### THE ILLINOIS STATE TEACHERS' ASSOCIATION

MET in Annual Session, pursuant to adjournment, at POWERS'S Hall, in Decatur, December 28, 1857, at half-past seven o'clock P.M.—President S. WRIGHT in the chair.

Prayer was offered by Rev. Mr. GUTHRIE; after which, on motion of C. E. HOVEY, the reading of the minutes of the last annual meeting, and also the Constitution, was postponed.

W. H. HASKELL was then called, temporarily, to the chair, and introduced to the audience the President, who proceeded to address the Association.

After the address, on motion of W. S. POPE, it was ordered that a committee of three be appointed to take under advisement the numerous suggestions of Mr. WRIGHT'S address.

On motion of A. W. ESTABROOK, it was also ordered that the Committee report to-morrow morning.

The Chair appointed Messrs. POPE, MERWIN, and ESTABROOK, as said committee.

The reading of the Constitution was then called for, but, on motion of A. W. ESTABROOK, it was ordered that the tenth article only, relating to membership, be read.

The question being raised as to the true interpretation of that Article, it was held to mean that *all teachers* resident in

Illinois, whether *now* engaged in teaching or not, may become members.

All who proposed to become members were then requested to come forward, present their names, and pay the fee for membership.

P. P. HERWOOD was, in the absence of Mr. NYE, appointed Treasurer, *pro tem*.

The Association then adjourned till to-morrow morning at 9 o'clock.

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#### TUESDAY MORNING (DEC. 29), NINE O'CLOCK.

The Association convened according to its adjournment, the President in the chair.

The meeting was opened with prayer by Rev. Mr. Post, and singing by members of the Association.

The minutes of the meeting of last evening were read, revised, and approved.

The Board of Education, by their President, SIMEON WRIGHT, Esq., presented the following report, which was read:

#### REPORT OF THE BOARD OF EDUCATION.

The duties prescribed by Article IV of the Constitution of this Association place the Board of Education in a very important position, in that they are made advisers of the Superintendent of Public Instruction, school-officers, and all connected with the cause; also, it gives them a general supervision of the schools in their respective districts—each of which on an average embraces over nine counties—a work that would demand their entire time and a great outlay of money; and when we take into consideration that it must be purely philanthropy that incites them to action, we need not feel surprised that a quorum is seldom obtained at any of its meetings; neither should the shadow of censure rest upon them, for our ground should not be considered missionary: "The laborer is worthy of his hire."

If we could devise some means whereby a supervision might be secured in their respective districts, and Teachers' Institutes held in each county, a great impetus would be given to our cause; for Teachers' Institutes are destined to become one of the most powerful means of improving our district schools: they are truly the great levers in starting the wheels of educational reform. The old mechanical system of teaching, which cultivates a memory for words and leaves the reason undeveloped, is still in use in many parts of the State, and we know of no better way of breaking it up than by holding teachers' meetings—inviting all friends of education to participate in the exercises—where discussions can be freely had on the best plan of

imparting instruction in the various branches taught in our common schools, the best methods for governing, arranging and organizing a school, etc., and the experience of our best teachers given. Such meetings never fail to awaken interest, and improvement is the result; teachers who attend such meetings will strive more zealously to teach their pupils to *think*, and patrons will be able to see the difference between clothing the mind with facts and developing it with principles.

Since our last meeting the subject of a Normal School has received attention from our Legislature, and a charter has been granted. The act created a State Board of Education, who have organized a school that has been in session one term with forty-seven pupils. We find much in the history of our Normal School unprecedented in any other institution of the kind: first, a donation of over \$140,000; second, it has been put in operation and held a satisfactory examination in less than one year from the time the charter was granted; third, it is as systematic in its working as could be expected of a school of years' standing.

Our School Law was amended and improved in many of its features by the last Legislature; but the office of School Commissioner has been reduced in compensation: the encouragement of \$100 for visiting schools has been withdrawn, and the office is left a mere nominal one as far as school-supervision is concerned: this is to be much regretted.

The bonus of one dollar that is offered for granting certificates under certain circumstances, and giving no recompense for time employed in examining those unqualified, we believe to be wrong. We deprecate the practice of changing the School Law at every session of the Legislature; yet we feel the need of increased exertions in elevating the standard of public instruction.

The incorporators of our Normal University bear the same name as is given in Article IV of our Constitution to the President and Vice-Presidents; which will have a tendency to mislead some as to which Board constitutes the State Board of Education, or which would be meant if reference were made to either.

Our Union Graded Schools have demonstrated to the most sceptical that by adopting this plan they can have schools, apparatus and libraries, equal if not superior to our private institutions, with but a small additional expense to the present system. We look upon the establishment of the Union Graded or Central High School to be essential to the Free-School system.

There is in this State a sad deficiency of school libraries and apparatus. The excessive fondness for something to excite the imagination, which to a degree characterizes the 'Young America', seems to be fast growing upon them; and a rich opportunity for its greater growth is given in the 'flood-wood of literature' that is sown broad-cast over the State. The effectual remedy for this growing evil is to cultivate a correct taste in the child for reading proper and useful books, and to place such

books within his reach. Let each school-district secure a library of well-selected books, and a barrier will be thrown in the way of what is termed 'light reading', and general information will take its place. To the young a library will be valuable; and as they gradually acquire a taste for reading, they will learn to appreciate its benefits and estimate its worth.

Every district should secure maps, charts and apparatus for illustrating the principles required to be taught. It is a mistaken policy that keeps the means of visible illustration from the primary or common school-room. Apparatus is as essential to the Public School as to the University, and should be accessible to every teacher. If the barren walls of our school-rooms could be covered with maps and charts, and the teachers' tables furnished with tools with which they could work, our schools would more nearly accomplish the object for which they were established.

We should hold out some inducement for a style of school-architecture that may be furnished to each district through the *Illinois Teacher*, or some other available source. Our district officers would gladly construct houses pleasant to the sight and convenient in use; but many have no just idea of a plan, and no design can be procured adapted to the wants of our prairie schools without expense and trouble that they are unwilling to incur.

Our attention has been often called to the idea of having teachers receive certificates that would show the standard of qualification, and of saving those who are truly qualified from examination, and reëxamination *some times*, by those who are themselves ignorant of the elements of the studies required to be taught. Let graded certificates be given—the highest grade to be valid in any part of the State for a term of years; local certificates to be granted by county boards yearly; the other grades depending upon the qualifications of the teacher for their duration and range of territory.

But it is comparatively useless for teachers to labor and wait for thorough reform in any of the evils of our present system of education, unless we can reach the great mass of our people—with them resides the moving power, the *ipse dixit*; their thoughts and feelings must be turned with favor toward these objects which are dear to us. No thorough, radical change can be made unless it be consonant with pervading public opinion; we can not, therefore, act without regard to our sovereigns. Among them there is a lamentable want of general school literature: the school-law is but imperfectly understood, and the real duties of school officers are rarely known or appreciated, even by school officers themselves. In short, our people do not know, and therefore can not realize, the actual wants of our schools and the present position and true demands of the educational movements in our State. We must reach and *move*

the great heart of our people: but how? No means present themselves to us as more easy of access, powerful in effect, or promising of a rich harvest, than the press! Editors, dignifying, yet dignified by, their calling, are in every sense co-laborers in our work. What gives success and life to our schools can not but be dear to them. As a watchful sentinel, as the great medium of reaching the mass of mind, as an ever-ready expounder and defender of right, the press must educate the people. County papers should devote a particular column of every issue to the diffusion of school literature. In that column officers and teachers could lay before their constituents any matter which might demand attention or reform. Those interested would soon learn to look with eagerness for the weekly appearance of such reading, and be aroused to action by its influence. We therefore recommend that editors in every county in our State be consulted at once upon the subject.

Hoping that the suggestions herein made will receive your early attention, and that those which meet your approval will command your prompt action, we respectfully submit our report.

SIMEON WRIGHT,  
D. WILKINS,  
W. H. HASKELL,  
A. W. ESTABROOK,  
J. A. SMITH,  
B. G. ROOTS,

*Board of Education.*

Mr. Roots moved that the report be accepted, and referred to the Committee on the President's Address; and it was so ordered.

Mr. HASKELL offered the following resolution:

*Resolved*, That this Association requests the Superintendents of Schools present to hold a special meeting in this place to set on foot measures that may tend to their organization throughout the State: and we suggest as time for the meeting half-past one o'clock to-day.

Mr. Roots moved to amend by inserting, after the word 'present', the following: "and friends of education present from counties not represented by their Commissioners."

—And, the proposed amendment being accepted by the mover, the resolution was adopted.

On motion, it was ordered that the Constitution be read, which was done.

The question being raised whether persons who were members of the Association at the time of the amendment of Art. X of the Constitution were excluded from membership by the adoption of that amendment, the Chair decided that the amendment was not retrospective in its effect, and that such are not excluded.

Dr. WILLARD offered the following resolution, which was adopted:



*Resolved*, That all resolutions must be reduced to writing, and read from the Secretary's table before consideration.

Mr. ROOTS offered the following resolution :

*Resolved*, That a committee be appointed, to be called the Business Committee, whose duty it shall be to prepare business for the Association : the Committee to consist of nine members.

Mr. HOVEY moved to amend by striking out 'nine' and inserting 'three'.

The amendment, and thereafter the amended resolution, was adopted.

The Chair appointed as such Committee Messrs. DUPEE, ROOTS, and CUTCHEON.

Mr. HIGGINS moved the adoption of the following resolution :

*Resolved*, That a Committee of nine be elected by the Association to nominate officers for the ensuing year.

Dr. WILLARD moved to amend by striking out all after the word 'resolved', and inserting the following: "That the Secretary call the list of officers, in order, and receive nominations from the house."

The proposed amendment was not adopted; and the question recurring on the resolution of Mr. HIGGINS, it was adopted.

The following were elected upon nomination: Messrs. STANISH, of Galesburg; HASKELL, of Canton; FITCH, of Chicago; STONE, of Ottawa; POST, of Carbondale; JENKINS, of Vandalia; HEYWOOD, of Elgin; BROOKS, of Springfield; CHAMBERLAIN, of Griggsville.

Mr. POPE, from the Committee on the President's Address and the Report of the Board of Education, reported the following resolutions, which were accepted and taken up for discussion :

—Pending which, Mr. ROOTS offered the following resolution :

*Resolved*, That no member shall speak more than once upon the same question without unanimous consent, and no speech shall exceed three minutes in length.

Mr. MERWIN moved to amend by striking out 'three' and inserting 'ten'.

The amendment was concurred in, and the amended resolution adopted.

#### REPORT OF THE COMMITTEE.

*Resolved*, (1.) That in view of the want of sufficient and correct information on the subject of schools and their management, it is deemed expedient by this Association to employ a General State Agent for the ensuing year, to canvass the State, and disseminate such information on the above topics as shall be calculated to arouse the people to a proper appreciation of the importance of united action in behalf of Common Schools.

(2.) That it be earnestly recommended to the teachers throughout the State

that they organize, in their respective counties, Teachers' Institutes, for consultation and mutual improvement.

(3.) That the Teachers of this Association heartily indorse the recommendation of the Board of Education in reference to the establishment of school libraries and the introduction of apparatus in our schools; and that we should labor earnestly for the introduction of the Holbrook Apparatus, and, as far as possible, all similar articles which are calculated to bring before the minds of our pupils visible illustrations in the various branches we are called upon to teach.

(4.) That the weekly and daily press of the State being a mighty power for moving the masses, it is desirable to secure access to the public mind through this medium; and that we endeavor to secure a column in every paper in the State for the dissemination of educational information among the people.

(5.) That in order to secure the object comprehended in the fourth resolution, the School Commissioner in each county be requested to act as Editor, and that each teacher be requested to become a contributor to such column.

(6.) [*Referred back to the Committee.*]

(7.) That a committee of five be appointed by nomination, who shall report to this body, at some time during this session, the most practical information on the subject of School Architecture.

(8.) That inasmuch as female teachers are required to possess equal or superior talents, to pay equal expense, and to perform often more arduous labor than our male teachers, therefore, they should receive equal compensation for services rendered.

The above report being under consideration, the first resolution was discussed and adopted.

By unanimous consent, Mr. ROOTS, from the Business Committee, presented the following resolution, which was adopted:

*Resolved*, That as Congressional Districts Nos. 1 and 7 are not represented in our Nominating Committee, said Committee shall be increased by two additional members, one from each of these omitted Districts.

Thereupon, Messrs. POPE, of the First District, and SMITH (of Paris), of the Seventh District, were nominated and elected to the Committee.

The Association took its regular recess until two o'clock.

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TUESDAY AFTERNOON, TWO O'CLOCK.

The Association resumed its business.

Prof. WILKINS moved the election of Messrs. C. C. NESTLE-RODE, of Tipton, Iowa, and G. B. DENISON, of Muscatine, Iowa, as honorary members of the Association, and they were unanimously elected.

The President announced the special order of the hour, to wit: 'An Essay on Oral Instruction', by Prof. SPRINGSTEAD.

Prof. SPRINGSTEAD then read his Essay upon the announced subject.

Mr. SPRINGER, by general consent, presented the following resolution, which was received and laid on the table for future consideration:

*Resolved*, That this Association hereby respectfully and earnestly recommends to the teachers, school officers, and friends of Free Schools in each county, to raise a sum of money in each county for the support of a County School-Agent; and that the duties of such Agent shall be to confer with the teachers and school officers, to address the scholars and the public generally, to aid in organizing associations of teachers, and, in every way that is practicable and right, to create a proper interest among the people on the subject of free-school education; it being understood, also, that two or three counties may unite with each other in the appointment and support of one agent for the district of counties thus formed.

The Chair then announced the next special order, to wit: A general discussion of the question, 'Ought the Pupils of our Public Schools to be furnished with Books at the Public Expense?'

The discussion was participated in by Messrs. Post of Carbondale, HASKELL, REED of Greenville, ATKINSON, FLAGG, NEWMAN, and JOHNSON, on the affirmative; and Messrs. SPALDING, FITCH, Post of Lee county, POPE, BROOKS, BLODGETT, ANDERSON, WOODARD, and Post of Decatur, on the negative.

The discussion being closed, Mr. WOODARD offered the following resolutions, which were laid on the table:

*Resolved*, (1.) That we earnestly recommend uniformity of class-books in the several counties of the State.

(2.) That ample provisions should be made for supplying suitable class-books for indigent children in the State.

Mr. BLODGETT offered the following resolution, which was adopted:

*Resolved*, That the State Agent be added to the list of officers to be nominated by the Nominating Committee.

Mr. Gow offered the following resolution, which was adopted:

*Resolved*, That a committee be appointed to memorialize the Legislature for an appropriation for preparing, publishing, and distributing to each township in the State, a copy of a volume upon the subject of the location, erection, lighting, heating, ventilating, and furnishing of school-houses adapted to all grades of Common Schools.

Mr. BATEMAN moved to take up the resolutions reported by the Committee on the President's Address and the Report of the Board of Education; and the motion prevailed.

Resolutions 2, 3, 4 and 5 were adopted.

Resolution 6 was, at the suggestion of the Committee, and on motion of Mr. HASKELL, referred back to the Committee.

By general consent, Mr. HOVEY read a paper from Mr. THOMAS, of Carbondale, on the subject of the practical study of the Natural History of Illinois:

CARBONDALE, Jackson Co., Ill., Dec. 28, 1887.

GENTLEMEN: I shall be unable to be with you, much to my regret, but business demands my attention — business that I can not postpone. Although I am absent in person, yet in feeling I am in your midst.

So, without further excuses, and without any lengthened preface, I will at once state the matter I feel deeply interested in, and which I desire your body to take into consideration: for I think it properly within your province to take cognizance of the subject of Natural History, and also that a more opportune moment could not be found than the present meeting. By way of suggestion, I herewith present an outline of the plan I would propose and the field it is intended to embrace.

And *first*, the objects to which it should be limited: I would propose that it should not pass the bounds of Natural History — and by this I mean Zoölogy, Botany and Geology, using these terms in their broadest sense; for if too much is embraced, it generally is the case that nothing is done.

*Second*, as to the plan: That a society be formed to be termed the 'Illinois Natural History Society', whose object shall be the investigation and study of the Flora, Fauna, Geology and Mineralogy of Illinois, and the illustration of the same by gathering specimens, exchanging the same, and by publishing such meritorious works thereon as the authors may present, after the manner of the Ray Society in England.

That the State Normal School shall be the head-quarters of the Society. That it shall first receive all the collections, and, after selecting a single suite of specimens collected, shall forward to each of the Colleges and Universities in the State (coöperating in the matter) a single suite of the same: that the remainder shall be used by the Normal School for the purpose of exchanges; that the colleges to which specimens shall be sent pay the expenses of shipping them.

That our Legislature be requested to hand over to the Normal School the Geological specimens collected by Dr. NORWOOD; also, that they be requested to furnish to Dr. NORWOOD sufficient means to publish a report that will equal those of New York, and be a credit to the State and an addition to science.

That the members shall meet annually or semi-annually at the Normal School, discuss such matters connected with Natural History as are most likely to advance it (avoiding *metaphysical* and *ethnological* questions), and illustrate the Natural History of the State; and that they shall furnish written memoranda of their observations, since the last meeting, of species, genera, etc., determined.

That it shall be the duty of each member to make such collection of specimens as he can conveniently, and forward them to the Secretary, who shall reside at the place where the Normal School is situated.

That such works as can be collected by gift, which will be useful in the investigation of Natural History and relate thereto, be gathered by the members to form a library.

Now this is going on the presumption that the Normal School will furnish the necessary room for the specimens of Natural History, and will take charge of them; yet leaving them subject to the Society's control, with the understanding that the Society shall not permanently remove them.

From what I have said the idea can be gathered, and some member of your body, far more capable than myself, can set forth the plan fully.

I hope the meeting will take hold of this matter and put it on foot.

Make such use of me as to you may seem best : I will work wherever you place me, so far as I am able. Yours truly, C. THOMAS.

By request of Mr. Post, I name the following persons as interested in the subject, and likely to be useful members ; also the particular branches they prefer : Dr. S. S. CONDON, Jonesboro, Union Co. — Geology and Mineralogy ; Rev. WM. OLMSTEAD, Caledonia, Pulaski Co. — General ; Mr. SAM'L BARTLEY, Murphysboro, Jackson Co. — Botany ; Mr. RICHARD WORTHEN, Murphysboro, Jackson Co. — Zoölogy ; Mr. B. G. ROOTS, Tamaroa, Perry Co. — General ; Mr. ROBERT KENNICOTT, West Northfield — Zoölogy ; Mr. LAPHAM, Milwaukee, Wis. — Botany ; Dr. ENGELMAN, St. Louis, Mo. — General ; Col. JOHN DOUGHERTY, Jonesboro — General.

And, as a matter of course, I would like my own name added as a member, and Mr. Post will, I suppose, add his own ; if not, I will add it myself.

C. T.

The Association then adjourned to meet at seven o'clock.

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TUESDAY EVENING, SEVEN O'CLOCK.

The Association convened, and listened to a lecture from Mr. E. L. YOUMANS on the *Chemical Relations of Sunbeams*.

On motion of Mr. MURRAY, a committee was appointed, consisting of Messrs. TURNER, POWELL, and HOVEY, to draft, and present to the Association to-morrow morning, resolutions expressing the thanks of the Association to Mr. YOUMANS.

The Association then adjourned.

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WEDNESDAY MORNING, DEC. 30, NINE O'CLOCK.

The Association met at this hour and resumed its business.

The session was opened with prayer by Rev. Mr. Woods, and singing by members of the Association.

The minutes of yesterday's proceedings were read and approved.

The Chair appointed the Committee required by the resolution of Mr. Gow, adopted yesterday, to-wit : Messrs. Gow, of Dixon ; MURRAY, of Lasalle ; and CUTCHEON, of Urbana.

Prof. STRATTON presented the subject of Book-keeping and Commercial Education as a branch of common-school instruction.

Miss YOUNG read an Essay on 'Primary Instruction'.

Mr. ROOTS offered the following resolution, which was adopted.

*Resolved*, That the thanks of the Association are hereby tendered to Miss YOUNG for the Essay just read in our hearing, and that a committee be appointed to solicit a copy for publication.

The Chair appointed as such Committee Messrs. ROOTS, POPE, and NASH.

The following gentlemen were elected honorary members:

E. L. YOUMANS, New York; Prof. SYLVESTER WATERHOUSE, St. Louis; RICHARD EDWARDS, St. Louis; PHILETAS FALES, St. Louis; CORNELIUS DUNHAM, St. Louis; Rev. Dr. WM. H. REYNOLDS, Springfield; Rev. J. C. BURROUGHS, Chicago.

Mr. WENTWORTH, from the Executive Committee, presented the following

#### R E P O R T :

The Committee whose duty it is to propose amendments to the Constitution beg leave to report the following recommendations:

That Art. III be amended by inserting after the clause 'each Congressional District in the State', the words 'an Agent'; and after the word 'Editor', the words, 'twelve Associate Editors'; and after the words 'School Government', the words 'and a Finance Committee of three'.

Amend Art. IV, by changing the words 'State Board of Education', wherever they occur, to the words 'the Executive Board of the Association'; and by changing the words 'Executive Committee', wherever they occur, to the words 'Committee on Programme and Arrangements'.

Amend Art. VI, by changing the words 'Corresponding Secretary' to the word 'Agent'; and, at the end of the Article, strike out the words 'State Board of Education', and insert 'Finance Committee, under whose direction he shall act'.

Insert the following as Art. VII, and change the numbering to correspond:

It shall be the duty of the Corresponding Secretary to conduct all the foreign correspondence of the Association, and to act as Associate Editor of the *Illinois Teacher*.

Amend Art. IV, by inserting after the words 'Periodical of the Association' the words 'to report to the Association annually any revision they may deem expedient in the School Law and in this Constitution, and to attend to the general interests of the Association'.

Strike out Art. VIII, and insert the following:

It shall be the duty of the Committee on Programme and Arrangements to arrange the literary exercises for each session of the Association.

Insert the following as Art. XI, changing the numbering of the subsequent Articles:

It shall be the duty of the Finance Committee to collect the funds for the Agent quarterly, and pay them over; and to direct his movements; and to report their doings annually to the Association.

The report being accepted, Mr. FITCH moved to adopt the

amendments, and they were adopted by the requisite constitutional majority.

Mr. CONATTY offered the following resolution, which was adopted:

*Resolved*, That a Committee of three be appointed to prepare a circular in reference to Teachers' Institutes, to be sent to County Commissioners, Officers of Teachers' Associations, and friends of education throughout the State; and to collect facts and statistics in reference to these organizations, to be reported at the next meeting of this Association.

The Chair appointed as such Committee Messrs. CONATTY, BATEMAN, and HASKELL.

Mr. STANDISH, from the Committee on Nominations, presented the following report, which was accepted.

#### R E P O R T .

The Committee elected to select and report candidates for officers in our Association would respectfully report the following:

*For President*: B. G. ROOTS, of Tamaroa.

*For Vice Presidents*: DR. HURD, of Byron; M. TABOR, of Aurora; J. V. N. STANDISH, of Galesburg; O. SPRINGSTEAD, of Peru; JOHN SILASTID, of Pittsfield; HORACE SPALDING, of Jacksonville; S. P. READ, of Paris; EZRA JENKINS, of Vandalia; WM. CUNNINGHAM, of Carbondale.

*For State Agent*: SIMEON WRIGHT, of Franklin Grove.

*For Recording Secretary*: N. BATEMAN, of Jacksonville.

*For Corresponding Secretary*: T. J. CONATTY, of Peoria.

*For Editor*: J. F. EBERHART, of Dixon.

*For Associate Editors*: W. S. POPE, of Mt. Morris; SAMUEL WILLARD, of Jacksonville; W. H. HASKELL, of Canton; W. S. POST, of Carbondale; ISAAC STONE, of Ottawa; GEO. CHURCHILL, of Galesburg; ELIZA PAINE, of Duquoin; AGNES J. MANNING, of Chicago; MARY E. CHAMBERLAIN, of Mt. Vernon; HELEN P. YOUNG, of Chicago; LOUISA M. MORGAN, of Paris; MARY A. HARRIS, of Richview.

*For Treasurer*: P. P. HEYWOOD, of Aurora.

*For Committee on Programme*: A. H. FITCH, of Chicago; A. W. ESTABROOK, of Springfield; JOSIAH WOODS, of Duquoin.

*For Committee on School Government*: P. H. SANFORD, of Knoxville; T. N. McCORKLE, of Clinton; B. HAMILTON, of Lawrenceville.

*For Finance Committee*: D. S. WENTWORTH, of Chicago; C. E. HOVEY, of Bloomington; L. M. CUTCHEON, of Urbana.

All of which is respectfully submitted.

J. V. N. STANDISH, Chairman.

Mr. HIGGINS moved to proceed to election, which was agreed to.

Mr. HOVEY moved that the President be authorized to cast the vote of the Association for all officers, except for President, Editor, and Agent.

Pending the discussion, by consent, Mr. HOVEY withdrew the motion to give way for a report from the Executive Committee.

Mr. WENTWORTH, from the Executive Committee, presented the following proposition for amendment of the Constitution:

Add to the article on election the words 'except when otherwise ordered by the Association', inserting the amendment immediately after the word 'ballot'.

—And the proposed amendment being considered, it was constitutionally adopted.

Mr. HOVEY moved that all officers, except the President, Agent, and Editor, be elected by acclamation, and that those nominated by the Committee be so elected; and the motion prevailed.

Nominations additional were then made, as follows:

*For President*—Mr. J. F. BROOKS, of Springfield; Mr. W. H. WELLS, of Chicago.

Mr. WELLS declined.

*For State Agent*—Mr. W. H. HASKELL; Mr. M. TABOR.

*For Editor*—Mr. NEWTON BATEMAN; Mr. T. J. CONATTY; Dr. C. C. HOAGLAND.

These officers were then voted for separately, the Chair appointing several tellers.

During the canvass of votes, by general consent, Prof. TURNER presented the following report, which was unanimously adopted by a rising vote.

#### R E P O R T .

The committee appointed to present resolutions on Mr. YOU-MANS's lecture, offer the following:

*Resolved*, (1.) That the infinite variety and extent of the ends and results, and the awful unity and simplicity of the design and the means, every where apparent in the works of the CREATOR, as made manifest to us by the lecture of Prof. YOU-MANS on *The Chemistry of the Sunbeams*, excite in our minds an admiration and an awe that no language can duly express.

(2.) That we, as teachers, recognize with emotions of deep gratitude to God, our Heavenly Father, the evidences on all hands presented to us that all things made, from the old granite bed, rising up through strata, soils, plants, beings, worlds, suns, and stars, are as instinct with light and life, stored with instruction, with mental-disciplinary and educational forces, with food and fuel for the mind, as fully as they are with force and food for physical motion, growth, and power.

(3.) That we would also express our unfeigned thanks to Prof. YOU-MANS for the masterly energy, directness, simplicity, and force with which he seized hold of those great bonds of living unity that bind the CREATOR's works all in one, and that make God the beginning and man the end of all things and all worlds, and evinced to us the methods and uses and practical appliance of these great educational and disciplinary forces, to the great art of teaching, and de-



veloping all minds, young or old, learned or unlearned, in a manner so interesting and practical, and in language so sublime and simple, that we were constrained to hail, as much nearer at hand than we had even dared to hope, 'the great millennial day of our American education'; and we sincerely desire that this lecture may be repeated in every town in the West.

—The tellers reported the following result of the ballot for President: that Mr. ROOTS was elected President; and, on motion, the election was declared unanimous.

Mr. ROOTS was called to assume the chair, and addressed the convention briefly.

The tellers reported that Mr. WRIGHT was elected State Agent; and, on motion, the election was declared unanimous.

Mr. WRIGHT briefly returned thanks to the Association for their confidence and support.

The tellers announced that no candidate for Editor had a majority of votes, and the ballot was repeated—it being ordered that only Mr. BATEMAN, who had the highest vote, and Mr. EBERHART, who stood next, should be continued in nomination.

—The canvass pending, Mr. FITCH offered the following resolution, which was read, and, on his motion, laid on the table.

WHEREAS several States have established State Reform Schools, which have proved a complete success in every particular; and since the same conditions exist in this State, with regard to their necessity; therefore,

*Resolved*, That we, by a committee, recommend to the Legislature the establishment of such a school in Illinois, and also the passage of such laws as will make attendance upon some school obligatory upon each and every child in the State whose education is not otherwise provided for.

Prof. TURNER offered the following resolution, which was adopted.

*Resolved*, That the members of this Association extend to our State Agent our most hearty support during the coming year.

—The tellers reported the canvass of the votes for Editor, declaring Mr. BATEMAN elected; and the election was declared unanimous.

The Association took its noon recess.

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TWO O'CLOCK P.M.

The Chair announced the special order, an address by Dr. HOAGLAND.

Dr. HOAGLAND addressed the Association on the subject of *School Supervision*.

Mr. ETTER offered the following resolution, which was not concurred in:

*Resolved*, That County Commissioners should be elected, and their salaries fixed, by the school officers of the several school districts of their counties.

Mr. ADAMS, of Jo Daviess county, offered the following resolutions:

*Resolved*, (1.) That this Association recommends that each county in the State establish a High School for the purpose of training teachers.

(2.) That the influence of the pulpit and the bar be respectfully invoked to support common schools throughout the State.

—And the resolutions being under consideration, the first was not adopted, and the second was.

Prof. TURNER offered the following resolutions, which were adopted:

*Resolved*, (1.) That it is the opinion of this Association, that far more attention should be given to the subject of correct and tasteful reading than is usually given to it, either in our schools or by our teachers.

(2.) That the Committee on Programme and Arrangements be requested to procure an address upon the subject before the Association at its next meeting.

The Business Committee presented the following resolution, from Mr. WELLS, of Chicago, which was adopted:

*Resolved*, That the elements of book-keeping are deserving of a place in the course of instruction pursued in our common schools.

The same Committee presented the following resolutions, from Mr. HOVEY, which were adopted:

*Resolved*, (1.) That an association for the cultivation of Natural History in the State of Illinois, such as is recommended in the letter of Mr. THOMAS, should be formed at the earliest convenient day; and that as individuals we will either write or cooperate with it, and in all suitable ways further its ends and means.

(2.) That the Principal of the Normal University and the Editor of the *Teacher* be requested to call a meeting for this purpose at some future time.

(3.) That this Association commends to the attention of its members the subject of Natural History, in the departments of the Flora, Fauna, Geology and Mineralogy of the State; and that each member be requested to engage in collecting specimens of these several departments, for the purpose of making a general cabinet of the same and for exchanges; and that the Normal University be the location of the general cabinet and the medium of exchanges.

The President announced the next standing order, the reading of essays by Messrs. POST and EBERHART.

Rev. Mr. POST, of Carbondale, read an essay on *The Relations of Parent, Teacher, and Pupil*.

The Committee on Programme and Arrangements asking the pleasure of the Association as to the time of adjournment, in order to arrange the Programme to correspond, Dr. HOAGLAND moved that the final adjournment take place at noon to-morrow, which was not agreed to.

Mr. STANDISH, of Galesburg, offered the following resolution:

*Resolved*, That the next Annual Meeting of this Association be held in the City of Galesburg, Knox Co.; and that when this Convention adjourns it shall adjourn to meet at that place on the evening of the 27th of December, 1858.

Mr. NEWMAN, of Alton, moved to amend the resolution by striking out 'Galesburg, Knox Co.', and inserting 'Alton', which was not agreed to.

A division of the question being called for, so much of the resolution as assigns the place of meeting at Galesburg was adopted.

And the second part of the resolution, fixing the time of meeting, being under consideration, and sundry propositions, including propositions to meet in July and August, having been negatived, Dr. HOAGLAND's amendment, fixing the time at 9 o'clock A.M., Tuesday, December 28th, 1858, was adopted; and the resolution so amended was adopted.

The Association then adjourned to 7 o'clock P.M.

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TUESDAY EVENING, SEVEN O'CLOCK.

The Association resumed its business.

It being suggested that persons present from the various counties should pledge subscriptions for the *Teacher* for the coming year, some time was spent in that manner.

Prof. TILLINGHAST then addressed the Association on the subject of *Teaching Vocal Music in Schools*.

Prof. EDWARDS delivered an address on *Normal Schools*.

Mr. WELLS offered the following resolution, which was adopted:

*Resolved*, That the thanks of this Association are hereby tendered to Prof. EDWARDS for the able address on *Normal Schools*; and that a Committee be appointed to solicit a copy for publication.

Messrs. TURNER, WELLS, and HOVEY, were appointed such Committee.

The discussion was then announced on the question, *Should the Sexes be Educated together?*

Messrs. WELLS, of Chicago, WATERHOUSE, of St. Louis, STANDISH and BLANCHARD, of Galesburg, and some others, took part in it, advocating the coeducation of the sexes in schools, none opposing it—some variety of opinion being expressed respecting their coeducation in Colleges.

Dr. WING offered the following resolution, which was adopted:

*Resolved*, That this Association believe it to be the result of experience, that the education of the sexes together in the same schools, when properly conducted, is not only favorable to the mutual advancement of the pupils, but is also eminently elevating and refining to both.

Mr. BATEMAN announced that he declined accepting the office of Recording Secretary, to which he had been elected this morning.

On the nomination of Mr. POWELL, Mr. J. F. EBERHART was unanimously elected Recording Secretary.

Mr. WELLS, of Chicago, offered the following resolution, which was unanimously adopted:

*Resolved*, That this Association, highly appreciating the views and labors of Mr. J. F. EBERHART in regard to Normal Institutes, would most heartily commend him to the citizens of our several counties, and most earnestly hope that they will patronize, support and sustain him in all efforts to conduct Normal Institutes which he may hereafter find it possible to make.

Mr. ESTABROOK offered the following resolution, which was adopted:

*Resolved*, That this Association recognize with pleasure the presence of Mr. BREWSTER, the aged first President of the Educational Convention at Bloomington, which gave birth to this Association; and we would be glad if every School Commissioner in the State would show similar interest in the educational movements of the day. Our best wishes for a prolonged and happy life go with Mr. BREWSTER.

The Finance Committee announced, through Mr. HOVEY, sundry arrangements respecting the labors of the State Agent and the collection of subscriptions for his support.

The Committee on Programme announced the order for to-morrow.

Mr. HASKELL offered the following resolutions, which were unanimously adopted:

*Resolved*, (1.) That we unanimously return thanks to the following Railroad Companies, to wit: Illinois Central; Chicago and Milwaukee; Chicago, St. Paul and Fond du Lac; Galena and Chicago Union; Chicago, Alton and St. Louis; Peoria and Oquawka, and Peoria and Oquawka Eastern Extension; Great Western, and the Terre Haute and Alton, for the practical sympathy which they have manifested in the cause of education by granting us *free* return tickets, without which a large portion of our number would not have been able to attend. And we are proud that such 'material' aid, in such 'crashing' times, gives us undeniable proof that the strongest pulsations of our people beat with us for educational improvement.

(2.) That the Secretary be requested to forward a copy of these resolutions, properly attested, to the Superintendents of the Roads above named.

The Association then adjourned to 8 o'clock A.M. to-morrow.

THURSDAY, DEC. 31, EIGHT O'CLOCK A.M.

Association convened at this hour, President B. G. ROOTS in the chair, and was opened with prayer by Rev. Mr. WOOD.

The minutes of the previous day were then read, to the close of the afternoon session, and approved.

The venerable Mr. BREWSTER, first President of the Association, was then introduced, and offered some feeling and appropriate remarks, which were well received by the audience.

T. W. BRUCE, of the Committee on School Government, then made a report; after which, Dr. E. R. ROE addressed the Associa-

tion: Subject, *Education of the Body*. The address was well received; and at its close the following resolution was offered by Dr. H. WING, and unanimously adopted:

*Resolved*, That the thanks of this Association be tendered to Dr. ROZ for his able and highly-interesting address.

On motion of Mr. TABOR, the rules were suspended for special purposes. Rev. J. A. BENT was then elected an honorary member of the Association.

W. H. WELLS earnestly recommended to the favorable notice of the Association *Barnard's American Journal of Education*, pronouncing it to be without a peer in the world, in the sphere which it occupies.

Regular business being resumed, Mr. WILBER, of Williams College, was introduced by Mr. STONE, of Ottawa, and read a paper on the *Lead Mines of Galena*.

President BLANCHARD, of Knox College, was then introduced, and delivered an address on the Subject of *The Vocation of the Teacher*.

Mr. BLODGETT offered the following resolutions, which were adopted:

*Resolved*, (1.) That the interests of education demand provision for the more efficient examination of teachers.

(2.) That this would be greatly promoted by at once erecting the teachers' calling into a profession, recognizing the graduates of Normal Schools as a nucleus for such profession, having licenses issued by a central authority which should entitle the holder to a position as a teacher similar to that occupied by the licensed physician or attorney in their callings; and we therefore recommend the appointment of a Committee of three, who shall have this matter under consideration, and present their report at the next annual meeting.

The President appointed as such Committee Messrs. BLODGETT, JOHNSON of Bloomington, and BATEMAN.

Mr. FITCH offered the following resolution, which was adopted:

*Resolved*, That the thanks of the Association be presented to President BLANCHARD for his very able and interesting address to the teachers of the Association.

Mr. P. P. HEYWOOD offered the following resolution, which was adopted:

*Resolved*, That this Association cordially extend the hand of fellowship to *Barnard's American Journal of Education*, as one of the great standard educational works of the country; and that we heartily recommend it as a standard work for teachers, and for every educational library in our State.

Mr. BATEMAN offered the following resolution, which was adopted:

*Resolved*, That Prof. J. F. EBERHART be requested to furnish a copy of his excellent address for publication in the *Teacher*.

Mr. EBERHART offered the following resolution, which was adopted:

*Resolved*, That we regard our periodical, the *Illinois Teacher*, as vital to the cause of education in Illinois; and that we will give our individual efforts, not only to extend its circulation, but also to collect in our different localities, and send to the Editor, local items of general interest to the cause.

Mr. BROOKS offered the following resolutions, which were read, and, on his motion, laid on the table:

*Resolved*, (1.) That we recognize in our irregular and inconsistent orthography the chief barrier to the pupil in learning to read our language with ease and facility.

(2.) That the use of Phonetic books as a medium through which to learn to read our present orthography is a subject deserving the thorough investigation of all teachers.

(3.) That in the use of Phonetic instruction, the greater distinctness of articulation and more correct pronunciation secured are sufficient, of themselves, to justify its adoption.

Mr. WRIGHT offered the following resolutions, which were adopted.

*Resolved*, (1.) That, as an assemblage of the teachers of the State, we express our gratitude to the Legislature of Illinois for the diligent and respectful care with which the interests of the teachers' profession have been advanced by the wise organization and splendid endowment of our State Normal University.

(2.) That our thanks are especially due to the Hon. J. S. POST, of Macon county, chairman of the Education Committee of the State Senate, to whom the organic act of the institution is greatly indebted both for its completeness and for its success; and also to the Hon. S. W. MOULTON, of Shelby county, chairman of the Education Committee in the House of Representatives, whose untiring and steady support of the measure gave it victory over many obstacles.

Dr. WING offered the following resolutions, which were adopted:

*Resolved*, (1.) That this Association express their opinion in favor of making the subject of *Physiology* and *Hygiene* one of the studies of the common schools of the State.

(2.) That, in the opinion of this Association, the perfection of the physical nature is the only reliable basis of intellectual power; and we regard physical development as one of the primary duties of education.

(3.) That a natural and practical system for educating the physical powers is a *desideratum*; and that until that is realized, we will, as far as practicable, favor the establishment of gymnasia in connection with our common schools.

Mr. ESTABROOK offered the following resolutions, which were adopted:

*Resolved*, (1.) That we most sincerely and cordially tender our thanks to the citizens of Decatur for the kind reception we have met with, and for the very hospitable and abundant entertainment the members of the Association have received at their hands during the present session.

(2.) That in a special manner we cordially tender our highest thanks to Mr. REMSBERG, Mrs. POWERS, Miss SHORT, and Mr. POST, Committee of Arrangements for the City of Decatur, for the untiring industry on their part to secure the comfort and convenience of the members of this convention; and that we shall remember them and the other citizens of Decatur with the warmest gratitude, long after we shall have taken leave of them and their hospitalities.

(3.) That we return the thanks of this Association to the hotels and other boarding-houses in the City of Decatur for the very liberal and kind reception we have met with from them; and that we can recommend them as models of liberality and comfort to any who may wish to patronize them.

(4.) That the thanks of this Association are hereby cordially tendered to the retiring officers and to the late Editor of the *Teacher*, for the discreet, able and successful manner in which they have performed their duties.

(5.) That the thanks and kind remembrances of this Association are given to those gentlemen from out of the State who have been with us on the present occasion, and who have added so much by their addresses to the pleasure and profit of the members of the Association.

(6.) That the thanks of this Association are especially due to Prof. TIL-  
LINGHAST for the high gratification and pleasure we have received from him, in interspersing the exercises of this Association with interesting music.

(7.) That a copy of these resolutions be furnished to the papers of the city for publication.

Mr. HASKELL offered the following resolution, which was adopted:

*Resolved*, That we recommend the introduction of School-District Libraries, and are glad to know that provisions are made in our law for that purpose, and that they have been introduced in so many districts.

Prof. WILKINS offered the following resolutions, which were adopted:

*Resolved*, (1.) That we heartily approve of the action taken by the State Teachers' Association of Iowa, in recommending the organization of a Mississippi Valley Teachers' Association.

(2.) That in order to accomplish this object, we recommend, in accordance with the action of the Iowa State Teachers' Association, a Convention of the Teachers of the Mississippi Valley, to be held in the City of Davenport, on the 26th and 27th of August, 1858.

Mr. STONE offered the following resolution, which was adopted:

*Resolved*, That three delegates be appointed by this Association to attend the National Convention to be held at Cincinnati.

Messrs. WENTWORTH, STONE, and W. S. POST, were appointed such delegates.

By general consent, the business on the Secretary's table was taken up for action, and the report of the Committee on the President's Address being called up, the Committee presented the following as resolution 6, which had been referred back to them:

*Resolved*, (6.) That it is expedient for the educational interests of this State that there be established a high standard of qualification for teachers.

*And further*, That, to accomplish this object, we recommend that any person who shall, on thorough examination by any board of examiners duly appointed, obtain a certificate of thorough qualification to teach, may, for a term of five years, be entitled to the privilege of employment under the law in any of the public schools of this State without further examination.

*Provided*, That, to meet the present demand for teachers for various localities where thoroughly-qualified persons can not be procured, certificates of a partial grade may be awarded to persons, by virtue of which they may be employed in their own districts for the same time and with the same legal privileges as are granted to other teachers.

—The above resolution being under consideration, Mr. MERWIN offered the following resolution, which was adopted:

*Resolved*, That the sixth resolution be referred to the Executive Committee of the Association, who shall develop and mature a plan of graded certificates, and report to this body at its next annual meeting.

Resolution 7 being called up, on motion, it was indefinitely postponed, the subject having been already acted upon.

Resolution 8 was called up and adopted.

Mr. FITCH's resolution on *Reform Schools* being called up, Mr. FITCH offered the following resolution, which was adopted:

*Resolved*, That the resolution on *Reform Schools* be referred to a committee of three, who shall report to the Association at a future meeting, and also to the Chairman of the Committee on Education of the Senate, and to the same officer in the House of Representatives, of the Legislature of Illinois, on the whole subject contained in the resolution.

Messrs. FITCH, MERWIN, and W. S. POST, were appointed such Committee.

Mr. HOVEY presented the following report of Mr. CHAUNCEY NYE, late Treasurer, who was not present during the session:

CHAUNCEY NYE, Treasurer, *In account with the Ill. State Teachers' Association.*

		<i>Dr.</i>
1856, Dec. 25,	To amount in Treasury.....	\$ 12 50
“ “ 26,	To fees of members.....	179 00
		<hr/> \$191 50
		<i>Cr.</i>
1856, Dec. 25,	By cash paid D. WILKINS, for printing tickets....	\$ 7 00
1857, May 9,	“ “ C. E. HOVEY.....	165 00
“ “	“ on hand.....	19 50
		<hr/> \$191 50

Respectfully submitted.

CHAUNCEY NYE.

PEORIA, Illinois, July 20, 1857.

—And the report, being accepted, was approved.



Mr. ESTABROOK offered the following resolution, which was adopted:

*Resolved*, That this Association approves of the expenditure by Prof. HOVEY of the \$165 reported by the Treasurer as having been paid to him, the same having been expended in defraying expenses of lectures at the last meeting of the Association, and in publishing the second volume of the *Teacher*.

Mr. HEYWOOD, Treasurer, stated that he had received this session, as membership fees, \$170, and paid for the expenses of Messrs. EDWARDS and BLANCHARD \$50, and for printing and stationery \$13—leaving \$107 in the treasury.

Mr. KEITH offered the following resolution, which was adopted:

*Resolved*, That in addition to the vote of thanks presented to Dr. E. R. ROE by this Association for his able and eminently practical lecture on Physiology, he be requested to reduce the same to writing for future publication in the *Illinois Teacher*.

Some conversation ensuing, in the course of which it was urged upon Dr. ROE that he should expand the lecture into a book upon *Physical Education*, he consented, provided that a Committee of the Association be appointed to examine and approve the work prior to its publication.

—And Mr. FITCH moving that such a committee be appointed, it was agreed to, and Messrs. J. B. TURNER, W. S. POST, HOVEY, TILLINGHAST, and CADY, were appointed such Committee.

Prof. TURNER offered the following resolution, which was adopted:

*Resolved*, That this Association appoint the teachers of the Normal University to coöperate with the friends of the cause for the further endowment of that institution.

Mr. SPRINGER moved to take up the resolutions offered by him on Tuesday afternoon, which was agreed to; and the resolutions being under consideration, they were adopted.

Miss SHATTUCK suggested that there should be a special meeting of the female teachers in attendance at the next session of the Association, for the purpose of consultation and discussion of matters of special interest to themselves; and the suggestion was favorably entertained.

The hour of adjournment having arrived, the President declared the Association adjourned.

B. G. ROOTS, President.

Attest: NEWTON BATEMAN, Recording Secretary.

## GUARANTY OF THE STATE AGENT'S SALARY.

DECATUR, ILLINOIS, *December 28, 1857.*

WE, the undersigned, agree to become responsible to the Agent of the Illinois State Teachers' Association for our proportionate share of his salary and expenses not otherwise paid; the Agent to be elected by the Association, and to act under the direction of a Finance Committee, said Committee to be elected by the Association: this guaranty not to exceed the sum of Twelve Hundred Dollars (\$1200) and expenses, and to be paid quarterly.

Names.	Residence.	Names.	Residence.
D. S. Wentworth,	Chicago.	Wm. M. Kirkpatrick,	Quincy.
James B. Merwin,	Chicago.	L. M. Cutcheon, M.D.,	Urbana.
George Sherwood,	Chicago.	H. N. Hopkins,	Farmington.
C. E. Hovey,	Bloomington.	O. Springstead,	Peru.
H. D. Stratton,	Chicago.	Benj. Hamilton,	Lawrence co.
W. H. Haskell,	Canton.	F. J. Philbrook,	Vandalia.
J. Allison Smith,	Paris.	James Newman,	Alton.
Sim. Wright, Franklin Grove, Lee co.		N. M. Mann,	Alton.
W. S. Pope,	Mt. Morris.	A. T. Richmond,	Alton.
M. Tabor,	Aurora.	A. H. Tracy,	Monmouth.
Ira Moore,	Bloomington.	D. R. Stevens,	Monmouth.
Daniel Wilkins,	Bloomington.	J. H. Remsberg,	Decatur.
A. W. Estabrook,	Springfield.	W. A. Chamberlain,	Griggsville.
W. S. Post,	Carbondale.	Daniel L. Freeman,	Perry.
T. W. Bruce,	Chicago.	H. A. Calkins,	Peoria.
N. Bateman,	Jacksonville.	J. M. Lackey,	Fairmount.
Samuel Willard,	Jacksonville.	Benj. Browning,	.....
C. C. Hoagland, M.D.,	Henry.	A. F. Post,	East-Pawpaw.
F. S. Heywood,	Elgin.	M. B. Beals,	Rock Island.
John F. Eberhart,	Dixon.	Henry Wing, M.D.,	Collinsville.
Charles A. Dupee,	Chicago.	Thomas J. Sloan,	.....
Zelotes Truesdell,	Moline.	John Phinney,	Como.
Isaac Stone, Jr.,	Ottawa.	H. A. Ford,	Lacon.
A. W. Freeman,	Rockford.	S. C. Faris,	Marshall co.
E. P. Clark,	Bloomington.	Walter Ela,	Edwardsville.
W. H. Powell,	Springfield.	T. N. Stone,	Shawneetown.
John F. Brooks,	Springfield.	P. H. Sanford,	Knoxville.
A. M. Gow,	Dixon.	R. Fioto,	Peru.
A. H. Fitch,	Chicago.	J. G. Little,	Macon.
David Higgins,	Geneva.	Cyrus Lyon,	Geneseo.
J. H. Madison,	Batavia.	W. H. Wells,	Chicago.
T. A. McMorris,	Charleston.	Thomas J. Conatty,	Peoria.
E. W. Edson,	.....	Alanson Carroll,	Charleston.
A. Winter,	Princeton.	T. N. McCorkle,	Clinton.
J. A. Parrish,	Woodstock.	O. H. Britt,	Lacon.
S. M. Etter,	Lacon.	B. R. Hawley,	Rosemond, Christian co.
W. Woodard,	Chicago.	E. H. Turner,	Urbana.
H. M. Keith,	Chicago.	J. A. Bruner,	Alton.
B. M. Reynolds,	Rock Island.		

Names.	Residence.	Names.	Residence.
H. M. Bush,	Belvidere.	W. S. Fleming,	Pana.
P. Atkinson,	Chicago.	Timothy Reed,	Greenville.
D. P. Seely,	Clinton.	Alexander Pollock,	Springfield.
Lemuel Allen,	Pekin.	Geo. D. Broomell,	Chicago.
W. N. Berkley,	Bourbon.	J. V. N. Standish,	Galesburg.
D. G. Waite,	Lasalle co.	Ezra Jenkins,	Vandalia.
J. Spencer Burt,	Henry.	T. R. Leal,	Urbana.
Joseph Adams,	Galena.	L. A. Davis,	Homer.

## STATE AGENT.

## ANNOUNCEMENT OF THE FINANCE COMMITTEE.

IN order to facilitate the arrangements for employing and supporting the Traveling Agent of the Illinois State Teachers' Association, the Finance Committee would give notice to all who may wish his services, or have pledged themselves for his support—

*First*, That all funds should be sent to DANIEL S. WENTWORTH, P.O. Box 2005, *Chicago, Illinois*. And, as it is absolutely necessary that the Committee should have some funds immediately, to pay current traveling-expenses, it is desired that those who pledged themselves should send in a part of their pledges at once, as above.

*Second*, All applications for the services of the Agent should be made to C. E. HOVEY, of Bloomington, who will receive and keep them on file, and arrange the routes of travel and times of the appointments.

The Committee think it best that during the season of holding Teachers' Institutes (Spring and Autumn) he should be mostly engaged in attending them, at the same time giving lectures and forming *County Teachers' Associations*.

It is very desirable to have such associations in every county in the State, through which meetings may be called, Institutes held, and all educational efforts harmonized and directed; and by which educational efforts in the future may be more easily carried out.

Applicants will state the time that will best accommodate them, and also the range of time they can accommodate themselves to, provided the Agent should be engaged for the time desired.

The Agent is authorized to receive funds for the Committee. It is hoped that appropriations may be generally obtained from County Boards of Supervisors and County Courts, for Institutes.

At least, it will be expected that the traveling-expenses of the Agent will be paid, and that some friend will see that he is gratuitously entertained while stopping with you, and not allowed to pay his bill at a hotel.

All applications for his services, especially for the Winter and Spring, should be made as early as possible, that the Committee may better arrange his engagements.

By order of the Committee.

L. M. CUTCHEON.

### COUNTY PLEDGES TO THE 'ILLINOIS TEACHER'.

A CALL having been made, at the recent meeting of the Association, for subscribers to the *Teacher*, the following pledges were promptly given:

By whom.	County.	Copies.	By whom.	County.	Copies.
W. H. Haskell,	Fulton,	200	E. B. Hartshorn,	Christian,	50
Prof. D. Wilkins,	McLean,	200	Mr. Crissey,	Macon,	50
Prof. S. Wright,	Lee,	200	Dr. L. D. Glazebrook,	Kankakee,	50
J. Phinney,	Whiteside,	100	J. W. Goddard,	Winnebago,	50
A. Winter,	Bureau,	100	P. H. Sanford,	Knox,	50
M. Tabor,	Kane,	100	Joseph Adams,	Jo Daviess,	30
A. H. Tracy,	Warren,	75	H. M. Bush,	Boone,	30
W. Woodard,	Chicago (city),	50	Alanson Carroll,	Coles,	25
W. S. Post,	Jackson,	50	D. L. Freeman,	Pike,	25
T. J. Conatty,	Peoria (city),	50	S. C. Faris,	Putnam,	25
D. T. Seely,	Dewitt,	50	N. E. Way,	Washington,	25
S. M. Etter,	Marshall,	50	P. R. Walker,	Ogle,	50
N. Bateman,	Morgan,	50	Prof. Wilber,	Other States,	100
T. R. Leal,	Champaign,	50			
Total,					1885 copies!

All this was done in a few minutes, and with an enthusiasm that left no room to doubt that it was the fixed purpose of all that their several pledges should be promptly and fully redeemed. This is a fair exponent of the spirit that pervaded the Association throughout the entire session.

If it is of decided advantage to the human mind to have one thing well learned rather than many things badly learned, why not have fewer branches taught in common schools, and those taught thoroughly? Why not have two or three branches well learned before beginning others?

Querist.

## EDITOR'S TABLE.

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**SPECIAL NOTICE.**—All of our exchanges, of every description, should be addressed, "*Editor Illinois Teacher, Jacksonville, Illinois.*" Remittances of money for subscriptions to the *Teacher*, and for advertising, may be made either to the editor or to N-  
ASON AND HILL, our publishers, at Peoria; but we prefer that all remittances should, when convenient, be made to us, at Jacksonville, for greater facility in keeping our accounts.

**THE CAUSE OF IT.**—The urgent demands upon our time, in preparing the proceedings of the Annual Meeting for the press, the brevity of the time allotted us for this work, and the entire absence of all our exchanges, must be our sufficient apology for the want, in this number, of the usual survey of the educational field, and the various news items of interest to our profession. We do not intend that the 'Table' shall be deficient in this respect hereafter. Again we say to our exchanges, send us your favors, whence we may cull delicacies for our *Table*.

**INTELLIGENCE OFFICE.**—This is designed to put in communication with each other teachers who want schools and school officers and others who want teachers. We think it can hardly fail to prove a convenient and useful arrangement for both parties. In sending us notices for the 'Office', be particular to write the name and address distinctly, that there may be no mistake or delay.

**EXTRA COPIES.**—Those who wish extra copies of the January number, containing all the proceedings, should send on their orders at once, as the supply is limited. Price *ten cents* per copy.

**NEW SUBSCRIBERS.**—Each reader of the *Teacher* will receive, with this number, a blank form for new subscribers. It is our

purpose to enlarge and otherwise improve our journal at an early day. Teachers, will you help us? Are you willing to *take time*, and *make an effort*, to send our little messenger into hundreds of families and communities where it is now unknown? The *Teacher* has a 'mission'—a chosen and important work to do. In its own sphere, it has no rival—it occupies the field alone. *Education for all* is the gospel it preaches. Do you like the text? Do you believe in the doctrine? Will you prove your faith by *works*? Send us your names, then. Our circulation should be doubled: *it can be*. Let each old subscriber resolve that he or she will obtain *one* new name. Do this, and the work is done. Is not this practicable? Ought it not to be done? *Shall* it not be done? Teacher, friend, *reader*, I mean *you*. Fill those blanks, then, and send them on by hundreds.

Great themes are to be discussed; great questions examined; the results of experience must be collected from every quarter, on every subject; objections must be met and answered; defective systems must be exposed, and the 'better way' made plain. Our little space, of thirty-two pages, is not enough for all this. We must have more room. We must have more readers. The *names*—the NAMES—the NAMES—let them come like an avalanche.

CAMPAIGN OPENED—BATTLE OF LEXINGTON.—We see, by the *Bloomington Pantagraph*, that our Agent has entered in earnest upon his work. At a meeting held in Lexington, on the 5th inst., he addressed the people on the subject of *Free Schools*, and especially of *School Architecture*, with great clearness and force, and, if we may judge from the report, with marked effect. Mr. WRIGHT was followed by MESSRS. WILKINS and LEWIS, in spirited speeches. Mr. WILKINS presented the claims of the *Illinois Teacher*, and the result was eleven new subscribers. So speeds the work.

A LIBERAL GIFT TO THE NEEDY.—The *Prairie Farmer* informs us that FLAVEL MOSELEY, Esq., about two years ago gave \$10,000 to the City of Chicago, the interest of which is expended in textbooks for indigent children attending the public schools of that city. The noble gift has already been of much benefit. "He that giveth to the poor lendeth to the LORD." As DEAN SWIFT said, those that like the security will invest accordingly.

## OFFICIAL INTERPRETATIONS OF THE SCHOOL-LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
 Springfield, January 1, 1858. }

*Question 8.* Is it necessary to have the judges of election of directors sworn?

*Answer.* The law does not require it.

*Q. 9.* In the election of directors, must the polls be opened in the morning and kept open all day, or may an election take place in the afternoon or evening?

*A.* An election may be held in the afternoon or evening; but the notice of election, in such event, must state the time of opening and closing the polls, and ample time must be given for all to vote.

*Q. 10.* What per cent. are township collectors allowed for collecting school moneys?

*A.* They are allowed two per cent. upon the two-mill tax, and three per cent. upon all other school taxes.

*Q. 11.* Can a director be legally employed by the two remaining directors as a teacher?

*A.* He can be.

*Q. 12.* In case school directors fail or refuse to levy a tax for keeping up schools, and refuse to give notice for an election for directors according to law, what remedy, if any, have the people of the district?

*A.* Section 76 of the Act of 1857 prescribes the following remedy:

and if any school commissioner, director or trustee, or either of them, or other officer whose duty it is, shall negligently or willfully fail or refuse to make, furnish or communicate the statistics and information, or shall fail to discharge the duties enjoined upon them, or either of them, at the time and in the manner required by the provisions of this act, such delinquent or party offending shall be liable to a fine of twenty-five dollars, to be recovered before any justice of the peace, on information, in the name of the People of the State of Illinois, and when collected shall be paid to the school commissioner of the proper county for the use of schools.

It will be seen that any board of school directors, failing or refusing to perform any of the duties enjoined upon them by the law, is subject to a fine of twenty-five dollars for every such failure or refusal.

*Q. 13.* In unorganized townships the trustees are, *ex officio*, directors. Can they resign the office of trustees and still serve as directors?

*A.* They can not. They were only *ex officio* directors, by virtue of their being trustees. When they resigned the office of trustee they can no longer exercise the functions of directors, which they only did by virtue of their being trustees. In other words, when they cease to be trustees they cease to be directors.

*Q. 14.* Section 45 of the Act of 1857 reads as follows:

According to the rate or rates certified as aforesaid, the said county clerk, when making out the tax-books for the collector, should compute each taxable person's tax in said district, taking as a basis the total amount of taxable property returned by the county assessor for that year, lying and being in said district, whether belonging to residents or non-residents, and also each and every tract of land assessed by the assessor which lies, or the largest part of which lies, in said district.

— What is meant by 'each and every tract of land'?

A. Every section of land is divided into tracts of forty acres each. If A. has a farm of 320 acres, it is composed of eight forty-acre tracts. If seven of these forty-acre tracts lie in District No. 1 and two-thirds of the eighth forty-acre tract lies in District No. 2, the seven forty-acre tracts would be assessed in District No. 1 and the eighth forty-acre tract in District No. 2. The term 'tract' has reference to the Congressional subdivisions, and not to A.'s farm as a whole. Again: In the case supposed, five forty-acre tracts might lie wholly in District No. 1 and the remaining three forty-acre tracts in District No. 2; in which case the five tracts would be assessed in District No. 1 and the three tracts in District No. 2, and not the whole farm (as one tract) in District No. 1 because the largest portion of it (the farm) lies in Dist. No. 1.

W. H. POWELL.

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## INTELLIGENCE OFFICE.

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AN experienced teacher, of thorough scholarship, and not surpassed as a disciplinarian, may be found by those wishing a *Principal* for a *Graded* or *High School*, by addressing the 'Editor of the *Teacher*'.

A YOUNG LADY, an excellent English scholar, able, also, to instruct in *Latin* and the *Higher Mathematics*, of a singular *aptness* in teaching, and of successful experience, seeks employment as a teacher. Address the Editor.

[THE following applications are without the necessary address; but we presume the parties can be reached through the Editor of the *Teacher*. We hope, however, that all future communications for the 'Office' will be accompanied by some address.]

BURT NEWMAN, a teacher of several years' experience, and a graduate of Westfield Normal School, desires a situation. An experienced female teacher, who will give instruction in *Vocal* and *Instrumental Music*, desires to be associated with him. He refers to Mr. WM. H. WELLS, of Chicago.

FAYETTE STILES, of Auburn, Cayuga county, N. Y., would like a situation as teacher in one of the *Common Schools* of Illinois.

J. F. McCRERY prefers a situation as *Professor of Mathematics*. Address, *Pana, Illinois*.

MISS MARY F. CLAPP. Address, *Rosemond, Illinois*.



# ILLINOIS TEACHER.

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VOL. IV.

FEBRUARY, 1858.

No. 2.

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## C O N S T I T U T I O N

OF THE ILLINOIS STATE TEACHERS' ASSOCIATION.

[As amended at the Session of 1857, at Decatur.]

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ARTICLE I. This Association shall be called 'THE ILLINOIS STATE TEACHERS' ASSOCIATION'.

ART. II. This Association shall hold its meetings annually.

ART. III. The officers of this Association shall consist of a President, nine Vice-Presidents—one from each Congressional District in the State, an Agent, a Recording Secretary, a Corresponding Secretary, an Editor, twelve Associate Editors, a Treasurer, a Committee on Programme and Arrangements, a Committee on School Government, and a Finance Committee of three, all of whom shall be appointed annually and hold their offices until their successors are elected.

ART. IV. It shall be the duty of the President to preside at the regular meetings of the Association, and to attend to all the duties incumbent upon such office; and some one of the Vice-Presidents shall preside in case of his absence.

The President and the nine Vice-Presidents shall constitute the Executive Board of the Association, six of whom shall be a quorum to transact business. It shall be the duty of this Executive Board to advise with the State Superintendent of Public Instruction, with the Corresponding Secretary of the Association, with the Treasurer, and with the Editor of the periodical of the Association; to report to the Association annually any revision they deem expedient in the School-Law and in this Constitution; to attend to the general interests of the Association; and to take a general supervision of the cause of Education in their respective districts, by advising with the County

Commissioners, Township Trustees, and District School-Directors.

ART. V. It shall be the duty of the Recording Secretary to keep a correct account of the proceedings of the Association.

ART. VI. It shall be the duty of the Agent of the Association to coöperate, as far as practicable, with the State Superintendent of Public Instruction; to collect statistics on all matters of interest respecting the cause of Education in this State; to hold educational meetings to promote the formation of County Institutes auxiliary to this Association; and to communicate all matters of importance, from time to time, to the Finance Committee, under whose direction he shall act.

ART. VII. It shall be the duty of the Corresponding Secretary to conduct all the foreign correspondence of the Association, and to act as Associate Editor of the *Illinois Teacher*.

ART. VIII. It shall be the duty of the Treasurer to receive membership-fees and all other funds accruing by donation or otherwise, and disburse the same on the order of the Executive Board; and he shall be required to make an annual report to the Association of the condition of the finances.

ART. IX. It shall be the duty of the Committee on Programme and Arrangements to arrange the literary exercises for each session of the Association.

ART. X. It shall be the duty of the Committee on School Government to report annually to the Association the best manner of governing schools.

ART. XI. It shall be the duty of the Finance Committee to collect the funds for the Agent quarterly and pay them over, and to direct his movements; and to report their doings annually to the Association.

ART. XII. This Association shall consist of teachers, State, county, township and district school-officers in the State of Illinois, each male member paying one dollar annually and signing this Constitution.

Honorary members may be elected at any annual meeting, and may participate in the debates, but not be entitled to vote.

ART. XIII. All officers shall be elected by ballot, except when otherwise ordered by the Association; a majority of votes electing.

ART. XIV. The Executive Board of the Association shall have power to fill any vacancies that may occur in the offices of the Association by death, resignation, or otherwise, between the annual sessions of the Association.

ART. XV. This Constitution may be altered and amended by a vote of two-thirds of the members present at any regular meeting of the Association.

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## CATALOGUE OF MEMBERS—SESSION OF 1857.

Names.	Residence.	Occupation.
Allen, D. S.	Decatur.	Teaching.
Allen, Miss Lydia A.	Princeton.	do.
Allen, C. P.	do.	Lawyer.
Adams, Joseph.	Galena.	School Commissioner.
Anderson, A. J.	Lexington.	Teaching.
Alexander, Oliver O.	Bloomington.	do.
Allen, Lemuel,	Pekin.	Teacher and Sch. Com.
Atkinson, P.	Chicago.	Teaching.
Blodgett, James H.	Kewanee.	Teaching.
Burroughs, J. C.	Chicago.	do.
Brown, Sarah A.	Jacksonville.	do.
Broomell, George D.	Chicago.	do.
Berkley, W. N.	Bourbon.	do.
Britt, O. H.	Lacon.	do.
Bartlett, H. S.	Decatur.	Wheelwright.
Barnett, James P.	do.	Carpenter.
Baltzly, John W.	Pana.	Student.
Bush, H. M.	Belvidere.	Teaching.
Beals, M. B.	Rock Island.	do.
Burt, J. S.	Marshall co.	do.
Brown, Harriet A.	Vandalia.	do.
Bunce, L.	Lasalle.	do.
Brooks, John F.	Springfield.	do.
Bruner, J. A.	Alton.	do.
Briggs, Samuel A.	Cortland.	do.
Bartlett, Lyman.	Henry.	do.
Burt, Elizabeth R.	do.	do.
Bacon, L. Kate.	Rosemond.	Student.
Bruce, T. W.	Chicago.	Teaching.
Bailey, W. J.	Decatur.	do.
Bowman, J. W.	do.	do.
Brandt, John.	Logan co.	do.
Bartlett, Mrs. L.	Henry.	do.
Bent, J. A.	Duquoin.	Pastor and Teacher.
Bonner, M. E.	Tamara.	Teaching.
Bacon, T. L., jr.	Rosemond.	do.
Bateman, Newton.	Jacksonville.	do.
Baltzly, Mary M.	Pana.	Student.
Bennett, Miss E. H.	.....	.....
Brewster, E. W.	.....	.....
Batchelder, G. W.	Zanesville, Ohio.	Agent.
Bartlett, Cornelius C.	.....	.....
Bangs, Miss F. A.	.....	.....
Browning, Benjamin.	.....	.....
Chase, D. H.	Carlinville.	Teaching.
Carroll, Alanson.	Charleston.	do.
Colladay, H. S.	Decatur.	Architect.
Crossett, J. R.	Cortland.	School Commissioner.

Names.	Residence.	Occupation.
Calkins, H. A.	Peoria.	.....
Clapp, Mary F.	Rosemond.	Teaching.
Cutcheon, L. M.	Urbana.	Physician.
Cutcheon, Mrs. B. W.	do.	.....
Chamberlain, W. A.	Griggsville.	Teaching.
Coleman, J. W.	Decatur.	do.
Campbell, A.	Urbana.	School Trustee.
Cunningham, William.	Carbondale.	Teaching.
Chapman, Phebe J.	Chicago.	do.
Comings, Alfred.	Mechanicsburg.	Teaching.
Coleman, N. W.	Decatur.	.....
Carter, Emily A.	Perry.	Teaching.
Chapman, G. L.	Rockford.	do.
Clark, Edward P.	Bloomington.	do.
Clelland, S. N.	.....	.....
Conatty, Thomas J.	Peoria.	Teaching.
Chamberlain, Mary E.	Mt. Vernon.	do.
Chalmers, Miss.	.....	.....
Culver, Miss O. H.	.....	.....
Culver, Miss Susan A.	.....	.....
Cady, C. M.	Chicago.	Teaching.
Denny, J. S.	Greenville.	Teaching.
Denison, George B.	Muscatine, Iowa.	do.
Denison, Clara E.	do.	do.
Dupree, Charles A.	Chicago.	do.
Davis, L. A.	Homer.	do.
Dole, Elizabeth A.	Duquoin.	do.
Dawson, John D.	Bloomington.	do.
Dunham, Cornelius.	St. Louis, Mo.	do.
Dunn, Sarah M.	.....	.....
Etter, S. M.	Lacon.	Teaching.
Ela, Walter.	Edwardsville.	do.
Ela, L. E.	do.	do.
Estabrook, A. W.	Springfield.	do.
Eberhart, John F.	Dixon.	do.
Eaton, M. M.	Tremont.	do.
Ela, Maria.	Decatur.	do.
Edwards, Richard.	St. Louis, Mo.	do.
Eddy, Elizabeth K.	Jacksonville.	do.
Edwards, Elizabeth.	Charleston.	do.
Eastman, Miss A. M.	Springfield.	do.
Edson, E. W.	.....	.....
Etter, Mrs. L. E.	Lacon.	.....
Freeman, Daniel L.	Perry.	Teaching.
Fitch, Appleton H.	Chicago.	do.
Fales, Philetus,	St. Louis, Mo.	do.
Faris, S. C.	Marshall co.	do.
Fleming, W. S.	Pana.	.....
Ford, H. A.	Lacon.	Editor.
Fleming, L. M.	.....	.....
Fouch, Albert.	Monmouth.	Teaching.
Floto, R.	Peru.	do.
Freeman, A. W.	Rockford.	do.
Farnell, H. S.	Princeton.	do.
Foot, Kate.	Alton.	do.

Names.	Residence.	Occupation.
Foote, Lucy.	Alton.	Teaching.
French, A. P.	.....	do.
Fisher, A. H.	Bunker Hill.	do.
Foote, Ann Eliza.	Will co.	do.
Fleming, Martha J.	.....	.....
Ferris, Mary J.	.....	.....
Flagg, J. A.	.....	.....
Flagg, Mrs. E. C. M.	.....	.....
Gow, A. M.	Dixon.	Teaching.
Gilbert, N. J.	Mendota.	Agent.
Goddard, J. W.	Winnebago.	Teaching.
Goodell, Mary A.	Bunker Hill.	do.
Glazebrook, L. D.	Aroma.	Physician.
Glass, Mrs. L. W.	Joliet.	Teaching.
Gilbert, Elizabeth.	Cherry Valley.	do.
Gunning, E. J.	Quincy.	do.
Gregory, Rachel R.	.....	.....
Granger, Sophia.	.....	.....
Glass, John L.	.....	.....
Gage, Elvira P.	.....	.....
Gillespie, M. M.	.....	.....
Haskell, W. H.	Canton.	Sch. Com. and Lawyer.
Hovey, C. E.	Bloomington.	Teaching.
Hamilton, Benjamin.	Lawrence co.	do.
Howe, Marietta W.	Paris.	do.
Hawly, B. R.	Rosemond.	Farmer. —
Hawly, Mrs. B. R.	do.	.....
Harwood, Miss C. A.	do.	Teaching.
Hartshorn, E. B.	Pana.	do.
Hix, John C.	do.	Student.
Howorth, James.	Decatur.	Farmer. —
Hill, Merrill J.	.....	Traveling.
Hopkins, H. N.	Farmington.	Teaching.
Hawley, J. A.	Dixon.	.....
Heywood, Kate M.	Aurora.	Teaching.
Heywood, P. P.	do.	do.
Heywood, F. S.	Elgin.	do.
Hoppin, Ruth H.	Jerseyville.	do.
Hoagland, C. C.	Henry.	Physician.
Herbert, J. H.	.....	Teaching.
Hewitt, Miss Sophronia.	Elgin.	do.
Hayes, M. D. L.	Chicago.	do.
Hayes, S., jr.	Bloomington.	Student.
Hansom, S. M.	do.	do.
Harper, Peter.	do.	do.
Harris, E. D.	do.	do.
Hall, Seraph A.	Jerseyville.	Teaching.
Hyde, Julia A.	Springfield.	do.
Hayslip, Thomas B.	Pana.	Student.
Harris, Mary A.	.....	.....
Higgins, D.	Geneva.	School Commissioner.
Henthorn, Miss M. E.	.....	.....
Hawley, Mary A.	.....	.....
Heywood, Sarah M.	.....	.....
Hewitt, Amanda.	.....	.....

Names.	Residence.	Occupation.
Jenkins, Ezra.	Vandalia.	Farmer.
Jones, C. P.	do.	Teaching.
Jenkins, Louisa.	do.	do.
Johnson, J.	Bloomington.	do.
Johnson, John D.	Springfield.	Dep. Supt. Pub. Inst.
Judd, Lewis.	Carlinville.	School Commissioner.
Keith, Henry M.	Chicago.	Teaching.
Keith, Mrs. J. E.	do.	do.
Kellogg, Henry M.	Bloomington.	do.
Karr, Joseph.	Time.	do.
Kennedy, John.	Mechanicsburg.	do.
Kingman, L. P.	Tremont.	Farmer.
Kendall, Miss H. A.	Galesburg.	Teaching.
Kirby, E. P.	Jacksonville.	do.
Kirkpatrick, William M.	Quincy.	do.
Kennicott, Annie.	.....	.....
Lyon, Margaret M.	Davenport.	Teaching.
Lyon, Cyrus.	Geneseo.	do.
Loomis, John.	Winchester.	do.
Leal, T. R.	Urbana.	School Commissioner.
Little, J. G.	Macon co.	Teaching.
Lackey, J. M.	Fairmount,	do.
Lewis, Kate M.	Clinton.	do.
Lewis, C. T.	Bloomington.	do.
Lippincott, T. W.	Duquoin.	Carpenter.
Loveless, Miss A.	.....	.....
Leffingwell, Harriet W.	.....	.....
Lee, Mr.	.....	.....
Mack, George C.	Bunker Hill.	Teaching.
Manning, A. M.	Chicago.	do.
Morgan, Louisa M.	Paris.	do.
Myres, Clara A.	do.	do.
McMorris, T. A.	Charleston.	do.
Madison, J. H.	Batavia.	do.
McCorkle, T. N.	Clinton.	do.
Merriman, H. P.	Bloomington.	do.
Mabie, J. S.	Rockford.	Student.
Moss, Edward J.	Kickapoo.	Teaching.
Murray, Bronson.	Ottawa.	Farmer.
Mann, N. M.	Alton.	Teaching.
Merwin, J. B.	Chicago.	Editor.
Moreland, J. W.	Groveland.	Teaching.
Mosser, S. Ritner.	Decatur.	Pedagogue.
Mack, Susan A.	Bunker Hill.	Teaching.
Miles, Miss Jennie.	Galesburg.	.....
Murdock, Miss Harriet P.	Jacksonville.	Teaching.
McClelland, E. L.	Bloomington.	do.
Marble, Maria A.	.....	.....
Moore, Ira.	Bloomington.	Teaching.
Merrill, Lucy A.	.....	.....
Minklee, F. G.	.....	.....
Moulton, Mary M.	.....	.....
Merry, J. J.	.....	.....
Merritt, Wm. C.	Rosemond.	Preaching.
Manning, A. J.	.....	.....

Names.	Residence.	Occupation.
Neel, Marian C.	Pana.	Student.
Newman, James.	Alton.	Teaching.
Noyes, Miss Emily M.	Griggsville.	do.
Northcott, J. H.	Mechanicsburg.	do.
Nash, H. C.	.....	.....
Nash, Miss.	.....	.....
Nestlerode, C. C.	Tipton, Iowa.	Teaching.
Pope, W. S.	Mount Morris.	Teaching.
Post, W. S.	Carbondale.	Preaching.
Post, J. S.	Decatur.	Lawyer.
Pratt, W. G.	Shurtleff College.	Teaching.
Post, A. F.	East-Pawpaw.	do.
Philbrook, F. J.	Vandalia.	do.
Philbrook, Edward.	do.	Student.
Pike, E. M.	Bloomington.	do.
Patten, O. D.	DeKalb co.	Teaching.
Parrish, J. A.	Woodstock.	do.
Paine, Eliza.	Duquoin.	do.
Phinney, John.	Como.	do.
Phinney, A. L.	do.	do.
Pollock, Alexander.	Springfield.	do.
Paine, James E.	Washington.	do.
Paine, Harriet A.	Cairo.	do.
Piersons, P.	Bloomington.	do.
Peck, Kate L.	Duquoin.	do.
Pease, Miss Mary.	.....	.....
Powell, Wm. H.	Springfield.	State Supt. Pub. Inst.
Paine, Edward W.	.....	.....
Plummer, Mrs. S. A.	.....	.....
Powell, William B.	.....	.....
Remsberg, J. H.	Decatur.	Teaching.
Read, Timothy.	Greenville.	do.
Reynolds, B. M.	Rock Island.	do.
Ransom, J. W.	Godfrey.	do.
Richmond, Melinda E.	Alton.	do.
Richmond, Ellen D.	do.	do.
Richmond, A. T.	do.	do.
Rolfe, John H.	Chicago.	Agent.
Randall, Cullen.	Rockford.	Teaching.
Ray, Maria L.	Duquoin.	do.
Reeves, Miss Lucinda J.	Jacksonville.	do.
Roe, E. R.	Bloomington.	Physician.
Risdon, A. D.	Decatur.	Carpenter.
Roots, B. G.	Tamara.	Farmer.
Risdon, Miss E.	Decatur.	Teaching.
Robinson, Jerusha S.	Henry.	do.
Reeve, Mary D.	Charleston.	do.
Richmond, Miss J.	.....	.....
Read, S. P.	.....	.....
Roe, Mrs. C. A.	Bloomington.	.....
Stratton, H. D.	Chicago.	Teaching.
Stone, Isaac, jr.	Ottawa.	do.
Spalding, Horace.	Jacksonville.	do.
Spalding, Harriet A.	do.	do.
Spalding, M. L.	do.	do.

Names.	Residence.	Occupation.
Shattuck, A. M.	Chicago.	Teaching.
Smith, J. Allison.	Paris.	do.
Slack, Charles H.	Pana.	Student.
Sherman, David H.	Will co.	Teaching.
Shastid, John	Pittsfield.	do.
Springstead, O.	Peru.	do.
Stevens, D. R.	Monmouth.	do.
Stickel, Isaiah.	Jacksonville.	do.
Seely, D. P.	Clinton.	do.
Springer, Francis.	Springfield.	do.
Stone, T. N.	Shawneetown.	do.
Spafford, D. S.	Equality.	do.
Sanford, P. H.	Knoxville.	Attorney.
Saunders, Elizabeth R.	Duquoin.	Teaching.
Slade, James P.	Belleville.	do.
Smith, T. W.	Jacksonville.	Lawyer.
Smith, C. E.	Golconda.	Teaching.
Short, Tempe E.	Decatur.	do.
Strong, B. A.	Bloomington.	Student.
Simons, Mary S.	Rockford.	Teaching.
Slater, Miss O. J.	.....	.....
Sherwood, George.	Chicago.	Agt. Sch. Apparatus Co.
Seely, J. T.	.....	.....
Stebbins, Clara R.	.....	.....
Standish, J. V. N.	Galesburg.	Teaching.
Sloan, T. J.	.....	.....
Steele, A. J.	.....	.....
Stickel, Mrs. M. E.	Jacksonville.	.....
Sumner, James.	.....	.....
Springer, Miss M. E.	.....	.....
Turner, E. H.	Urbana.	Teaching.
Tillinghast, William.	Chicago.	do.
Tabor, M.	Aurora.	School Officer.
Truesdell, Zelotes.	Moline.	Teaching.
Turner, J. B.	Jacksonville.	Farmer.
Tracy, Ann M.	.....	.....
Tyler, Miss Mary E.	Griggsville.	Teaching.
Tracy, A. H.	Monmouth.	do.
Tripp, O. A.	.....	.....
Upham, Amy L.	Winchester.	Teaching.
Wright, S.	Franklin Grove, Lee co.	State Agent.
Wilkins, D.	Bloomington.	Teaching.
Wilkins, Ellen C.	do.	do.
Wilber, C. D.	Chicago.	Naturalist.
Wall, C. A.	Amboy.	Teaching.
Winter, A.	Princeton.	do.
Watts, D. G.	Lasalle co.	do.
Walker, P. R.	Lindenwood.	do.
Ware, J., jr.	Bloomington.	do.
Woodard, W.	Chicago.	do.
Winsor, Nancy W.	Mt. Hope.	do.
Whitman, Emma P.	Monmouth.	.....
Wing, Henry.	Collinsville.	Physician.
Willard, Samuel.	Jacksonville.	Secretary.
Wood, Josiah.	Duquoin.	School Agent.



Names.	Residence.	Occupation.
Wentworth, D. S.	Chicago.	Teaching.
Whittier, Ann E.	do.	do.
Waterhouse, Sylvester.	St. Louis, Mo.	do.
Wells, W. H.	Chicago.	City Superintendent.
Way, N. E.	Ashley.	Teaching.
Wiley, Miss A.	Springfield.	do.
White, Sarah P.	.....	.....
Young, John R.	Decatur.	Carpenter.
Yarnall, James L.	do.	.....
Young, Helen P.	Chicago.	Teacher.
Young, Ruth F.	.....	.....
Youmans, Edward L.	Albany, N.Y.	Author.

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### SCHOOL ARCHITECTURE.

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MR. EDITOR: It is becoming a very trite expression, that education consists in the development of the moral, intellectual and physical natures of the individual. The theories presented in illustration of such development are often beautiful and true, and, as abstractions, command our admiration and assent. But to theorize on the subject of education is comparatively an easy matter; to put theories into practice, to illustrate the science by the exhibition of the act, is a task not so easily nor so generally accomplished.

There are many excellent suggestions offered concerning the principles which should govern in the erection of school-buildings; and yet, were we to determine from the peculiarities that distinguish a very large portion of such houses in the State, we should conclude that chance, and not design, had presided at their erection. It is not a matter of surprise, however, that in so many instances all the principles which secure convenience, comfort, and healthfulness, should have been so completely forgotten or despised. It is within the province of the professional teacher to investigate the principles of architecture, so far, at least, as they apply to the construction of buildings dedicated to educational purposes; but to expect that trustees or directors, who are intrusted with the erection of school-houses, should understand such principles, is expecting more than is generally realized. Few men, engaged in the ordinary avocations of life, have time or opportunity to acquire such information; and the result is, as we have seen, that money has been often squandered, convenience neglected, health impaired, good taste violated, and the school injured, by such inability.

Thousands of educational structures, of all grades, from the

imposing Union school-house of the city or town to the humble little building of the rural districts, are yet to be erected in our growing State; millions of dollars will ere long be spent in such erections; and it is a practical question of serious importance to every teacher, pupil, parent, and tax-payer, How shall this immense school-fund be expended to secure the greatest amount of that mental, moral and physical culture with the greatest economy of means? As a question of mere dollars and cents, it is one of immense importance to the State; but the pecuniary consideration is one of trifling interest compared with the educational improvement of the great army of children who will there be congregated. The intelligent political-economist can not fail to perceive the vast influence which may be exercised in the proper development of the material wealth and mental power of the State by the general diffusion of facts and principles concerning school architecture.

In forming a system for general education which will meet the present and prospective wants of this growing commonwealth, care should be exercised that it be symmetrical and progressive. One of the first and chief necessities, in order of time, is a place to keep the school. When the school-house is erected, it is intended to remain for years, serving its educational purpose to several generations of children. If it be inconvenient, uncomfortable, and unhealthy, unsightly within and without, and altogether unsuited to the use for which it was erected, the nuisance must, in most cases, remain for a long period unabated; as few districts, having failed once to obtain a suitable building, would have the disposition or ability to make architectural experiments, even were they upon a very humble scale. Many houses are already erected in this State—some at a great expense—which will long remain monuments to the ignorance, unskillfulness or stupidity of those to whom their erection was intrusted. Nor has success been attained in all those instances where, at the cost of a considerable fee, the plans have been prepared and the elevations drawn by the professional architect. The necessities of the school-house are peculiar—a subject of special study in themselves,—and should be handled by the professional architect assisted by the professional teacher. A large, imposing and highly-ornamented exterior is no evidence that for all practical school purposes a costly house may not be nearly valueless. The details concerning ingress and egress, concerning the distribution of light, the proper and economical use of heat, the preservation and supply of pure air, the relative size and occupation of rooms, the construction and disposition of school-furniture, and many others that might be named, should all enter into the calculation and be considered indispensable parts of the perfect whole. All these essentials may be united to the highest and costliest or the cheapest and most humble conception of architectural design.

Will you, Mr. Editor, in consideration of the vast importance of this subject—to the teacher, whose energies and health, and in a great measure his reputation, depend upon it; to the pupil, whose moral, intellectual and physical well-being is connected closely with it; to the parent, whose noblest ambition is for the proper education of his child; to the tax-payer, as a matter of political and economical benefit to society,—permit me to make some suggestions which may be of general advantage, and, having done this, to point out a mode to diffuse a better and more practical knowledge of the subject, and enable every district, in even the most obscure and distant portions of the State, to possess, with a comparatively trifling cost, *all the information* that has been or can be collected from the best sources?

As this is a purely practical subject, we will endeavor to treat of it in a practical manner, that we may enlist the feelings and affect the judgment of all who are interested in its discussion.

Yours truly,

A. M. G.

DIXON COLL. INST., Feb., 1858.

## EXPEDIENTS IN GOVERNMENT.

AN EXPERIENCE.

THERE is a peculiar combination of mental and moral qualities, a philosophical analysis of which is scarcely possible, but which, together, form an endowment as rare as it is valuable.

The word commonly employed to denote this element of character is, *tact*. The exercise of it is seen in the wise and ready adaptation of means to ends; in the wonderful power, which some men seem to possess, of saying and doing things in the right way, and at the right time and place. Men of rule and theory will always be distanced, in the practical affairs of life, by men of tact. It is more of the nature of a gift than an acquirement; still, it may be cultivated to some extent.

For an example, familiar to many of our readers, of a felicitous display of this quality in the difficult post of presiding officer of a large deliberative assembly, we can not do better than refer to the unpremeditated but admirable course pursued by our rough-and-ready friend from Egypt—the respected and popular President of our Association. With what skill he met each emergency; avoided every rock; drew the lightning from every threatening cloud by the unfailing rod of his wit and humor; threw the spell of his own good nature over every body, and at the same time pushed forward the column of business at

double-quick step. At several points, where a vigorous application of the Manual of JEFFERSON or CUSHING would have entangled him, and perhaps led to unpleasant results, with what consummate adroitness did he *cut* the knot, and before any little 'points of order' could be raised, or even thought of, dash on to the next resolution or motion! This was *tact*, and, as we think, of the right sort.

Rules of order are indispensable; but when, like serpents, they get twisted around our feet to throw us down, or round our necks to choke us, may we always have at hand some Egyptian HERCULES to snap them asunder—some JACKSON, who dare 'take the responsibility'.

Harmony and dispatch of business are even more important than rules of order.

But, bless us! we have forgotten our text; and, what is worse, we do not see, after what has been said, how we can give the proposed experience without running the risk of inferences that may be damaging to our modesty!

We hasten to forestall so dire a calamity, by averring that, if there be an element of efficiency in teaching, and especially in governing, which we are often tempted to *covet*, it is this very one—*tact*.

In 18— we were appointed Principal of a District-School in Illinois. This school consisted of a very large number of boys, very few of whom were saints, and an equally large number of girls, not many of whom, we are sorry to say, were angels. Many circumstances, which need not be mentioned here, conspired to render the situation one of more than ordinary difficulty, and we looked forward to the work with no little trepidation—the more, as our health was miserable, our nervous system, especially, being sadly shattered.

The *first day*—that day of revelation, and often of doom, to the teacher—came; and while pressing forward the preliminary work of classification, we were reading faces, marking tones, observing acts, taking mental and moral daguerreotypes as fast as we could, for future use.

It soon became evident from what quarter trouble would come, if at all. We found, with some surprise and much relief, that by far the larger part of the pupils would yield readily to the ordinary moral agencies of the school-room, and would soon form a cordial and powerful support of our government in the emergencies which it was evident would soon arise.

But there was a little circle of the larger boys who had from the first taken no interest in our efforts for the common good, but who had on all occasions sought to throw obstacles in our way. As the atmosphere of love and confidence began gradually to pervade the school, we watched with eager interest the effect it might have upon the camp of the enemy. One after another, they laid down their arms, and joined the standard of law and

order. At every new instance of defection from their ranks, the leading spirits of the opposition seemed to take counsel together, and resolve that *they*, at least, would not surrender so easily.

At length we were all of one heart and one mind, save some four or five, who were manifestly bent on mischief, and with whom a collision seemed inevitable.

It must not be supposed that we had ignored the behavior and tolerated the misdemeanors of these boys all this while. We were on their track sharply, and they well knew it. No overt act had yet been done. But we *did* endeavor to *postpone* the conflict until we could enter upon it under the best possible conditions of success.

This suspense came to an end, suddenly and startlingly, by the perpetration of an act, in open school and in a bold, defiant manner, with a description of which we can not pollute this page. The whole school was pale with astonishment and fear. As soon as we recovered from the momentary perturbation into which we had been thrown by the unexpected audacity of the act, so much more nefarious than we had believed possible, we proceeded quietly on with the duties of the day, not paying the least attention to what had occurred. The pupils did not know what to make of this, and by their surprised and troubled looks, directed some times to us, and then to one another, seemed evidently to fear lest their teacher might not be equal to the emergency. And when school was actually closed without any notice whatever of what had taken place, the amazement was complete: our faithful pupils were disconcerted, while loud and malicious boasts of victory were made by the offenders. These occurrences happened in the afternoon. We did not find the recollection of the scene a very pleasant anodyne, and so spent a good portion of the night in considering how we should act. Many schemes were canvassed and discarded. At length we decided upon our course, and went to sleep. We well knew that the stability, if not the existence, of our government depended upon the successful issue of the plan adopted.

On opening school next morning, a profound and embarrassed silence instantly ensued, and all eyes were again turned upon us in looks of eager inquiry—as much as to say, ‘you surely will not let that affair pass without investigation’. But without a word we again proceeded with the recitations, and closed the morning’s session, as usual. Upon this, nearly all the pupils seemed to feel that our authority was lost irretrievably; and with sad hearts—for they had begun to love the school—they retired from the room.

When we stepped upon our platform in the afternoon, it was plain at a glance that all expectation of examination or retribution had passed away.

Instead of calling the first class, we immediately rose and be-

gan to address the school. In a moment all was fixed attention. We spoke of the immortal mind: its amazing capacities, its eternal destinies; of the pleasures of learning, the joys of knowing, the exquisite delights of taste and culture; of the beauty of truth, the blackness of falsehood, the happiness of purity and virtue, the woes of vice and pollution; of youth—its glad hopes, its beating hearts, its golden yet fleeting hours, its opportunities, so soon gone, so irrevocable.

We spoke, too, of life: its checkered vicissitudes of light and shade, of good and ill; of the stern and even solemn realities of toil and trial which await all men; of the necessity of preparing in youth for the duties of riper years. We spoke of *character*, that priceless jewel, so easily tarnished, so impossible to be recovered when once lost; of the influence of habit, binding its victim at first in silken folds, then in fetters of steel. We spoke of schools: their end and aim, to fit the pupil to go forth to the work of life strong in wisdom and truth; of the conditions and necessities of a successful school; of the object of rules and regulations; of the great law of right, and the divine law of love. We portrayed the loveliness of a little school-community engaged in the exalted work of training the mind and heart, animated by one desire, bound together by ties of confidence and affection. We painted, in hues of night, the baseness, the infamy, of the being who could enter this charmed circle and wantonly seek to pollute and destroy it. We showed how easy it is for one wicked spirit to mar the peace of a whole school, and how contemptibly small is the amount of talent necessary to make trouble and do mischief.

Pursuing the subject, we exclaimed: "How is it with us? have we such a being here? is there such a malignant spirit in our midst? If so, let him tremble, for the hour has come, and justice shall take its course." Then pointing slowly to the culprit, who, pale and agitated, was sitting near, we said sternly: "*Thou art he, step forth.*" In an instant he obeyed, and stood before the desk.

We then requested six of the older pupils, the intelligence, fidelity and firmness of *most* of whom we could trust, to act as a jury and assist us in the investigation. After distinctly stating to the offender, who still stood trembling and utterly unmanned, the several charges upon which he was arraigned, witnesses were called and every allegation fully sustained.

The jury were then requested to retire to an adjoining room and prepare their verdict. In less than half an hour they returned, and by their foreman presented the following:

"We find the defendant *guilty* in all points as charged in the indictment; and would further say that we consider his conduct as vulgar, low-lived, and shameful, and that in our opinion he should be forthwith expelled from school!"

We are stating facts, and give the above just as it was written by the young men.

After thanking the jury for their friendly assistance, we dismissed them, and then slowly and distinctly reading the verdict again, we requested all who candidly believed it to be just and right to rise. All instantly rose to their feet. Turning to the guilty youth, we then said: "You see the sad consequences of your conduct; you see where you stand—every charge substantiated by the most direct and positive testimony. Tried by a jury of your school-mates, you are found guilty and pronounced to be deserving of immediate expulsion. You are condemned by us, condemned by the whole school, condemned by the plainest precepts of justice and morality, and condemned, we would fain hope and believe, in more solemn and alarming tones, by your own heart and conscience. Justice does indeed demand your removal from a school whose authority you have defied, whose wholesome restraints you have despised, whose kindness you have repaid with insult, and whose respect you have forfeited. Nor is there the shadow of a doubt but that the directors would promptly execute the judgment pronounced against you, should the case be reported to them. But we prefer mercy to sacrifice, and are willing to pardon the past and reinstate you in your former position, trusting to the good impressions of this hour, and the salutary lesson of this day's transactions, to bind you to us by better ties, and make you steadfast in the right for the time to come. All who are willing cordially to forgive and receive back this erring one may rise." All are upon their feet at once; and so, with the great deeps of emotion broken up in every heart, amid smiles and tears in every part of the room, the penitent boy returned to his seat to begin a new life and *trouble us no more*.

The success of the expedient was, in this case, completely satisfactory. Not only was the effect of it eminently favorable and permanent upon the delinquent himself—he being ever afterward docile and even exemplary in all his deportment, but the influence of it upon the whole school was equally good. From that hour our government was established—established, too, upon a high and correct moral basis. Indeed, we seldom had any further occasion to think much about the government as a specialty, for the school thenceforth governed itself. A public opinion was formed, before which rudeness, and vice and ugliness were abashed and ashamed.

It is perhaps needless to remark that such methods should be used with extreme caution. The conditions of success are rare and peculiar—the chances of failure very great; and a failure, in such circumstances, would not only be mortifying, but disastrous in the extreme. We have employed a great many other plans and devices, but never since have we been placed in a situation in which we deemed it either wise or safe to repeat the expedient described above. We have given it merely as a little chapter of experience, suggestive of what may some times be

adopted with good effect, and not as a line of policy to which the teacher should be recommended often to resort; still less is it presented as a specific method for any one to copy.

Individual experiences and reminiscences of this sort are chiefly valuable, as we have already intimated, from their *suggestive* character.

Still, we firmly believe, as stated in the outset, that inability to meet, with adroitness and promptitude, the many dangerous and perplexing emergencies of the school-room, is, and has been, and ever will be, a fruitful cause of the discomfiture and failure of many otherwise excellent teachers. The particular agencies to be employed must, of course, be determined by the facts and exigencies of the case.

Our readers will not suppose that we claim as our own the leading feature of the expedient to which we had recourse in the incident just related—the trial by a sort of jury. It is neither original nor new. There is, or was, an institution in Maine, in which *all* difficulties were settled by a jury trial, and the forms of law strictly observed. But the results, as might have been expected, were not favorable. There was too much machinery: the system was too tedious, too cumbrous, and soon degenerated into what was little better than a farce. A '*coup d'état*' is not war, nor are expedients government; yet both have their uses.

Our specific object in this case was to create a right moral feeling in the school, and especially to interest the pupils themselves in the work, by enlisting a portion of their number to assist us in the execution of our plan. In selecting the jury, also, while taking good care that a majority should be among the very best scholars, we included two of an opposite character. These were pleased with the honor of being chosen, and were at the same time compelled to take a decided stand on the right side. After this we had no further occasion to find fault with them.

The foreman of that little school-jury, who has for several years been successfully engaged in business in Minnesota, and who is a man of enterprise and sterling integrity, dropped in upon us the other day, and, in adverting to the scenes and incidents of his student-life, said that no other circumstance ever left so lasting and pleasant an impression upon his heart and memory as the one which we have briefly attempted to sketch.

E. T.

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THE accomplishment of perfect and easy reading in one's own language is, after all, the grand distinction between the educated and the non-educated. There are, indeed, degrees and differences among those above this line; but between those above it and those below it there is a great gulf.

MASSOX.



## W O M A N ' S   R I G H T S .

## A N   E S S A Y

Read before the Boone County Teachers' Institute, October 20, 1857.

BY MARCIA J. BLAIR.

I YOUR attention a few moments invite,  
 While I read a short essay upon *Woman's Right*.  
 I know the old theme is nearly worn out,  
 And one that most men are inclinéd to scout;  
 But I ask you to take a different view  
 From the one you have, though it may not be new;  
 And if my position I do not sustain,  
 We 've nothing to lose, if we nothing can gain.  
 We ask no seat in Congressional halls;  
 No privilege to fight when our country calls;  
 No right to listen to the cannon's rattle,  
 Or die for glory on the field of battle.  
 We ask no right to till the soil;  
 No right to engage in a political broil;  
 No right to get up and make a stump speech.  
 We ask no commission to go out and preach;  
 Nor to plead the law have we any desire.  
 To none of these honors do we aspire.  
 But what we *do* ask is an *education*  
 On equal terms with the 'lords of creation'.  
 We would not be put off with just A B C,  
 While they can study down to X Y and Z!  
 Why should not woman know as much as man,  
 And go through college if it is so that she can?  
 If on her depends what our rulers shall be,  
 Whether ignorant or wise, 't is plain, all can see,  
 She needs education; yea, she needs all the light  
 Our schools can afford, that she mould them aright;  
 I know in this age by most it is thought  
 Few solid branches a lady need be taught.  
 To accomplishments rare she only aspires,  
 And to make an appearance is all she requires.  
 At the age of eighteen, and some times before,  
 Her education is finished, her studies are o'er.  
 For how many think (at least, so they say)  
 To go to school longer is time thrown away;—  
 A thorough education a useless expense,  
 The height of all folly, and void of all sense.  
 She'll be getting married as soon as she's through,  
 And then what good will her learning all do?  
 As though married ladies were nothing but fools,  
 And quite disconnected with learning in schools.

And yet, these same men will say, with much truth,  
That on woman depends the welfare of youth.  
All depends on the lessons the mothers impart: —  
Oh Consistency! a jewel most surely thou art!

Yet still, one right more we earnestly claim —  
That for the *same labor* you *pay us the same*;  
And when we attain that high elevation  
Which qualifies us for the teachers' vocation,  
Pay us the same wages you pay to a man  
When we teach as good schools as the best of them can.  
'T is unfair and unjust, we're sure all will say,  
We should do the same work and get but half pay.

These are only two wrongs of which we complain:  
Many more we might bring, but let them remain  
Until some future day; as yet we've no time  
To bring them all out and to put them in rhyme.  
Then let us hope on, and patiently stay  
For the good time coming, 't is not far away,  
When our halls of learning to woman are free,  
Where she can study, and qualified be  
To fill the high station by Nature designed,  
And act well her part to ennoble mankind.

[True as the 'Declaration'. May visions of vengeance and 'broomsticks' haunt the soul of him who would oppose claims so just and modest.—Ed.]

## PRIMARY TEACHING.

### AN ESSAY

Read before the Illinois State Teachers' Association, December, 1857.

BY HELEN P. YOUNG.

If the object of education be the development of the whole physical, intellectual and moral being of man, it is a process commenced simultaneously with the first dawning of infant intelligence. And as teaching, in its widest sense, may be said to include all those outward influences which are brought to bear upon an individual, primary teaching begins while the child is yet in the nursery. We find it there beautiful, natural, innocent. What do we teach it to be? what lessons are we daily impressing on the fair unprinted page of its soul?

"Of all the wrongs and anomalies which afflict our earth, sin-

ful childhood and suffering childhood are among the worst." And yet the first teachings which a child receives too often tend to one or both of these results.

We love to look on what is beautiful: there is nothing more so than a child; and when a child is bound to us by ties of relationship, there is no measure to the tenderness it inspires. Thus we too often begin wrong, forgetting in our own enjoyment, in imparting momentary pleasure, the result of our conduct. The child is given sweetmeats and other unwholesome stimulants, till his body is weakened, if not diseased; and, as an inevitable consequence, his mental and moral being suffers. He is petted and caressed, till he becomes the autocrat of his own little empire, and sways his sceptre with an unrelenting hand. From this land of unlimited freedom, this summit of his power, ere yet his babyhood is quite passed by, he is suddenly snatched, and placed where he not only finds himself an uncrowned monarch, but is required to bend in obedience to a new and distasteful authority.

All children are not thus injudiciously trained; but who can doubt that the transition from the unrestricted liberty of home to the systematic confinement of the school-room must be sudden, harsh, and painful?

There the children are obliged to sit on a hard, uncomfortable seat, of a most unsuitable height, with their delicate limbs in fatiguing and painful positions; while every ebullition of natural childish spirits, and every involuntary exhibition of unavoidable restlessness, is considered a misdemeanor, and treated accordingly.

In our large schools, particularly in cities, the small children have but one recitation in a half-day: this will not occupy more, usually not so much as an hour. They are too young to study; and yet they are kept in the other two hours, for no other earthly purpose than to weary themselves out, and to drive their unhappy teachers to the verge of distraction.

That the practice of keeping young children in such confinement, even for one unnecessary moment, is still common, shows how much intelligent men will allow themselves to be made the slaves of a barbarous traditional custom.

In many instances a child's first real instruction is received after he enters school; and there he is usually taught first to read, or, rather, his first lesson is the form and name of a set of characters.

With his young mind keenly alive to all sights and sounds which surround him, his attention is, and ever must be, continually diverted from his uninteresting task. But if he be first taught words, and those words the names of familiar objects, an interest is attached to them, which gradually secures his attention.

The acquirement of the alphabet occupies much less time when it follows than when it precedes that of words: spelling

succeeds naturally and easily ; while the words are readily combined into sentences, and the young pupil still farther interested.

In the primary departments of our schools the pupil must gain most of his knowledge from oral instruction. The textbooks we have, simplified and improved as they have been of late, still require so much explanation, that without it most pupils get but little more rational understanding of their lessons than the parrot has of its gibberish.

A child is ever observant of natural phenomena, and is seldom more interested, or derives more satisfaction, than from a clear explanation of the relation a cause bears to its effect. Yet, notwithstanding this manifest predilection for the natural sciences, the first book which he receives, after passing from his primer, is usually an arithmetic ; and while his young mind turns to the beautiful lessons of the Divine Father, as a flower turns its petals to the sun, there is built around him a wall of dry, hard facts, with a perseverance worthy of Mr. Gradgrind himself.

And one of two results usually follows this ill adaptation of studies: the pupil, being unable to interest himself, grows restless, troublesome, and mischievous ; or sinks into a quiet, patient plodder, without animation or buoyancy, and prematurely bearing on his young shoulders the burden of care which should only be laid upon him in his strong maturity.

Youth is so beautiful, it can not linger too long with us. Oh ! how many weary pilgrims, yea, and brave, toiling men, going down the dusty highways of life, let their memories go yearning back to the green lanes and pleasant by-ways of their childhood and youth. And how many souls have lifted the earnest, but unavailing prayer, for the return of the hope, the buoyancy, the fresh-heartedness, which, once passed by, are gone, alas ! for ever.

Then never aid in depriving other journeyers of the cherished presence whose departing wings shine with such glorious brightness on your yearning vision.

Bend your mature thoughtfulness to the level of the childish comprehension. Address yourself to the senses, and draw illustrations from such things as are made manifest through the senses ; for the mind of a child is a chamber, in which the interior lamp of reflection is waiting to be lighted from the convergence of the rays which are pouring in from the surrounding windows of perception. The peculiar methods of instruction, though similar in leading characteristics, must vary to suit the differing capacities of pupils and the unlike capabilities of teachers. Each teacher is the proper judge of what would be the better course for him to pursue. But all should remember that the mind of a child is not a goblet, into which we can pour water, drop by drop, until it is filled, but a young tree, whose roots are to be continually fed with the life-blood which quickens and expands, whose leaves are to be showered upon with

rain-drops, and blessed with the warmth of the sunshine, till it grows tall, erect and fair, and stands a thing of freshness and vigor, stately and beautiful, in the pride of its noble strength.

All teachers should ever strive to preserve in the child that pure simplicity of character which is the blessed birthright of humanity, but which is so often lost on the highways of life, or bartered for worthless pottage in the corrupt markets of the world.

Let there be a constant effort to maintain untarnished that truthfulness which is native to the lips of childhood, though too often early lost by the pernicious influence of example, or from that harshness and severity which imposes severe tests, and thus leads into temptations which the unformed character is unable to withstand.

A child knows *right* and *wrong* as positive facts, and not as relative positions: his standard is not elevated, lowered, or wavering, at the voice of those omnipotent rulers of the adult world—fashion and public opinion. It should be the constant study of teachers to deepen these impressions and render them permanent, that the fair and beautiful, but delicate innocence of childhood may be developed into the strength, the grandeur, of self-sustained and self-existent virtue.

We find in the child a respect for all superiority—an immeasurable, but wondering veneration for the Great Creator. Let it be ours to gradually mould this into a rational and intelligent reverence and love for the Almighty Father of the Universe, and a deep, unutterable gratitude for His bounteous blessings.

A fearful responsibility is laid upon us: a great work it is we have to do: but may we, by the aid of God, who giveth us the strength we need, perform our part in a faithful obedience to that sublime and solemn mandate, which comes down to us from the streets of Jerusalem and the way sides of Nazareth, "Suffer little children to come unto me, for of such is the kingdom of Heaven."

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#### THE EDUCATIONAL QUARTERLY.

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MR. EDITOR: *Barnard's Journal of Education* possesses so much of the ring of true merit, so temptingly lures the reader on to a comprehension of the systems of the great masters of our art, and gives such variety and scope to its investigations, that I would fain have it 'known and read of all men'. Especially should he who aims at excellence in the teachers' art, and

is not ashamed to profit by the experience of others, devour its pages. Time was when the Islanders sneeringly asked, "Who reads an *American* book?" but the *Westminster Review* now says with regard to this quarterly, that "England has as yet nothing in the same field worthy of comparison with it."

The single view, running through several numbers, of the life and labors of the famous Swiss teacher, PESTALOZZI, is worth more than the annual subscription. He who rises from the perusal of this article will be a wiser man; and, if he do not become an enthusiast himself, he will admire the enthusiasm and pity the misfortunes of the founder of Neuhoof and Yverdon.

Next to our own *Illinois Teacher*, I regard *Barnard's American Journal of Education* as the most desirable publication for the scholarly teachers of Illinois. It can be had for one year by forwarding three dollars to F. C. BROWNELL, Hartford, Connecticut.

E.

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## THE MODEL TEACHER.

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SCHOOL-TEACHERS are some times called pedagogues. I never liked the name. It is too harsh in sound; too long; too learned; and too closely related to that unpleasant word—*pedant*. I even can not be reconciled to it by its noble descent, as traced by the etymologists, who tell us that it signifies strictly 'a leader of children', and by a slight metonymy, a teacher of youth. I am afraid that some who are liable to the name act as if the second root-word (*αγω*) were used in its occasional signification—'I *drive*'—instead of 'I lead'. I have no objection to the use of this ugly word as an epithet for such.

We shall not too soon comprehend nor too deeply feel what is implied in such a title—'the leader of children'. We often speak of our noble profession, and the dignity of our office, but too often with a thought of what we are thereby entitled to claim, rather than of what we thereby are pledged to be, to do, and to bear. Our lips are oftener moved in such speech by the profane passion of self-esteem than by the sacred overflow of love and aspiration. The magnifying of our avocation is an indirect exaltation of ourselves. God forbid that we should forget that the very greatness of our function does but increase the vast demand for largeness of heart and clearness of mind; for purity, and gentleness, and all the manifold excellencies which will make us wise as serpents, but harmless as doves.

Brother teacher, sister teacher, did it ever occur to you to

search the records of history for the name, the life, and the method of the MODEL TEACHER, who has proved himself foremost in the great art and calling of leading the minds of those given to his charge? Among the Providential Men who have been the light of the nations, who has excelled in teaching? who has impressed himself most deeply upon the hearts of those who drew near to him and learned of him?

Shall we take as our model PESTALOZZI? No name stands higher in modern times. He first announced and matured the modern doctrine of education: that it consists in the development of the powers of the mind and the cultivation of the nobler sentiments of the heart, and not in the accumulation of memorial knowledge, and the observance, by stress of will, of moral precepts and ascetic rules. His clear mind gave origin to many methods: his great heart swelled with the tide of love and enthusiasm: with steady purpose he gave himself to his work, through accumulating disappointments, to the close of a long life of toil. Nevertheless, as a teacher, he was incapable of conducting even the smallest village school. When associated for a time with the sagacious and practical FELLEBERG, he could not bear the restraints of an orderly method; and his last years were embittered by a quarrel beyond his power of reconciliation among his assistants, who had been his favorite pupils. Such is not the model teacher. A prophet, and not without honor, he is not the foremost.

Passing many a name shining with true luster upon the roll of fame, names suggestive of vast influence and power, leaders of great sects in philosophy,—ZENO, PYTHAGORAS, PLATO, and ARISTOTLE,—we come to SOCRATES. It is an honored name, having one preëminence scarcely in another instance known to pagan history, the crown of martyrdom. SOCRATES wrote no books. He set up no school. He went around among the common people, and talked with them as a sensible, clear-minded man, who cut through the best-woven sophisms with keen wit, and wrung from the very lips of his antagonists their own refutation. Unprepossessing in appearance, of humble origin, without training or learning, but ready, versatile, unassuming, patient, good-humored, making his points with clearness and force, and putting misty or inflated pretension to flight, he wrought a revolution. The much-admired sword-play of sophistry was of no avail against the arrowy flight of Socratic interrogation, and went out of fashion for a time. Disciples soon gathered to him, to walk with him and learn by his conversations; and by his direct influence upon his immediate disciple—PLATO, and his less direct effect upon ‘his intellectual grandson’—ARISTOTLE, who became leaders of diverse and wide-spreading philosophies, he has affected the course of human thought and the development of the human mind for centuries.

Is this our model teacher, or shall we look yet further?

A few years since I met a friend whom I had not seen for ten years. We had once been intimate; but as we moved about to find our places in the world, our communication had been interrupted. I knew that in this period he had become what I had not supposed he could ever be—an eminently successful teacher. He was indeed the *leader* of his pupils. I asked his history. He told me that upon assuming charge of a large school, while preferring another occupation not then open to him, he at once determined to succeed in his new vocation. He began to look for the model teacher; for the most successful teacher; for the one who had made the most impression upon his pupils; for the one who had preëminence as the LEADER, though called the master. My friend was not a Christian, not even rendering the common indifferent assent to the truth of Christianity, but disbelieving it. Nevertheless, he selected at once JESUS CHRIST as fulfilling the large demand he made, standing on that eminence by the common consent of his disciples and their opponents. Him he took as the model, and became—what I found him—a much-changed man.

The thought was then new to me, but has often recurred; and I love to pursue it. That idea has been with me in my preparations in my study; it has gone to my desk with me, swayed my actions, controlled my lips, modulated my voice, and inspired my love for my pupils; it has strengthened my patience, soothed disappointment, exorcised despondency, and assuaged fatigue.

I know we find it difficult to do so simple a thing as to study the life of CHRIST simply as that of the model teacher. The connection of that name with the vaster themes of morals and religion has warped all our minds. We view it through polarized light. The ray is not pure. We are so accustomed to look at him as a theologic personage, so inclined to yield to the influences of the special instruction we have received in childhood and its corroborations in later years, that we have almost yielded our model teacher as the exclusive possession of the pulpit and the sects, who often contend for the body of CHRIST with less caution than the archangel MICHAEL showed in warring with SATAN over the body of MOSES. Their field we do not wish to enter; it is aside from our path; but we will claim as ours the great teacher, our leader, our model, and we will look at him as such. Let us, then, forgetting the CHRIST of tradition, postponing the CHRIST of our chosen theology, and abstaining from the CHRIST of our favorite pulpit rhetoric, seek to view and to copy in ourselves those traits which distinguished CHRIST as the MODEL TEACHER.

I. The first trait of the great teacher that draws our attention is his affability and attractiveness. We are so accustomed to think of him as the worker of miracles, gathering crowds by exciting their wonder and admiration, and to view him as



the preacher, uttering the oracles of God, that we overlook the traits of sociability and affability which impressed even his enemies. We should transport ourselves over the intervening ages to his time, and try to see him as he appeared to the common people with whom he talked.

He was manifestly popular with all earnest and hearty people. They did not attach themselves to him as a marvelous wonder-worker, nor as a wise philosopher, nor even as a good man, nor as the prophesied MESSIAH, though their recognition of him as one or an other of these doubtless originated or stimulated their intercourse with him; but he had that magnetic power which drew men to him and held them by a bond they could not name. In his youth he grew in favor with God and man. He attached to himself alike the energetic and headlong SIMON, the gentle JOHN, the scholarly LUKE, the covetous JUDAS, the faithful MARY, the sceptical THOMAS, MATTHEW the man of business, NICODEMUS the Pharisee, and the unnamed malefactor that perished at his side.

His habits of eating and drinking and making himself familiar were so notorious that he was called a glutton and a tippler, and taunted with being the friend of the vulgar and the vicious. He talked with the doctors in the temple, the fishermen at their nets, and the Samaritan woman at the well-side. He sat at meat with SIMON the Pharisee, and, without the traditional purification of hands, feasted with LEVI the tax-gatherer. With all these various companions he could not have been always solemn, sententious, and severe: with the same ready sympathy, he wept with the mourner, was cheerful with the gay, and laughed with the merry. It is not improbable that the grossness and dullness of some of the vulgar led them into the great mistake committed by the Pharisees, who called him a sensualist. But above all misunderstanding and through all darkness the fact shines like a star, that the magnetic sunshine of his suavity, sympathy, and sociability warmed every heart, and made fruitful the seeds of truth which he deposited.

II. Nevertheless, he never made these people *feel* as if he were some magnificent personage descended from a superior sphere and purposely abdicating his high estate. There was no air of condescension; no dignified reserve. The dullest people see through the mask of the voluntary humiliation which hides a proud feeling of elevation above the common humanity with which it claims to fraternize: they detect the artifice, and are offended. JESUS held no vaunting, overpowering sanctity between himself and the common people who thronged him. Though he spake with authority, and they looked up to him reverently, they were not made conscious of any steep inferiority. His humility was perfect; and as he had come down to their level in fact as well as in appearance, he drew them by an inviting goodness, warm and sweet and strong as an elder

brother's love. He avoided even the name of Master, and spoke of himself as the Teacher and Leader.\*

Teacher, can you be tried, with your scholars for witnesses, on your practical exhibition of these traits of attractiveness and true humility? If their testimony is against you, you have yet much to learn: you are not yet the leader of your pupils, but only their overseer, master, despot.

III. Not only did grown men and women feel and acknowledge these fascinations, but little children entered the same circle of charm. The gift of power with the little ones is harder to obtain than skill in oratory to command the applause of senates. Children know, by some subtle instinct, who love them; and they never dissemble. Philanthropy which spreads its beneficence, free as the rain and sunshine of the Heavenly Father, over a continent, may yet be lacking in his tenderness, his gentleness of spirit, which no will can create; it is deeper than will, and comes from the heart and life. It is the mother-element of humanity. Happy the teacher who has it: worthy are they who seek for it.

CHRIST appreciated little children. "Of such is the kingdom of heaven." We spoil our children. We tell them to be men, daily and hourly; while scarcely once in a month will a man hear the invitation to become like a child, that he may thus stand nearer to heaven. We prematurely harden their hearts with our many inventions, leading them to emulate stern and cold men, who have long ago forgotten the Paradise of innocence from which they came down into the world of selfish toil. Have we forgotten the woe pronounced upon him who shall offend one of these little ones?

Teacher, you, in your seat of authority, must learn from these little ones before you. Beware lest, while you give them the learning of books and schools, you also rob them of that which they should teach you; lest you give them an earthly treasure and rob them of a heavenly jewel. Woe to him by whom such an offense cometh!

IV. The relation of the teacher to offenders is often the most difficult problem he has to solve. The overflow of burning indignation which CHRIST some times poured forth upon pretenders to excellence and sanctity shows that he knew how to condemn: but he also manifests that rarest attainment—the power of forgiving. The word 'forgiveness' has a new meaning since he has spoken it; and he who has not learned its signification from this source has not yet known it. It is easy, when the delinquent stands convicted before us, to dilate upon the excel-

\* The scholar who will consult the Greek text will find that CHRIST used even the common word of address to a superior (*κύριος*) with reference to himself but in a single instance, at other times using the word 'teacher' (*διδάσκαλος*), and in Matt. xxiii, 8 and 10, the word (*καθηγητής*) 'leader'.

lence of our rules, the majesty of law, and the necessity of sustaining government, and then to inflict the penalty, or weakly forego it when we think it needed; but this model teacher first showed the world how poor a thing is law, how great is love; how weak are 'Thou shalt' and 'Thou shalt not', how strong is the sentence 'Go, and sin no more!'

That government is strongest and most like the divine which can go furthest in sparing the offender while seeking to reclaim him by the gentle influences of affection. Then the stern decree, when inevitable, falls with tenfold force from lips that have long postponed it, hoping to pronounce a pardon instead. Law and penalty are driving, coercive, repelling; patient long-suffering and forgiveness are leading, softening, reconciling. When you have melted an obdurate pupil to penitence and tears because your own heart of love has overflowed in drops of sorrow, you have conquered with a manifold and a lasting victory, and are blessed in your deed.

V. Preëminent among the influences used by the great teacher was his doctrine of the ends and aims of life. What do we live for? Whose life is successful? Of whom may we say—he has truly lived? Perhaps we seem here to leave our own path and trench upon the ground of Ethics or of Theology; but this ground belongs to the teacher; it is impossible for him to avoid the doctrine of the ends and aims of life in his intercourse with his pupils.

False doctrines have already deeply infected the common language of life. How much is old Midas Holdfast worth? Answer, half a million dollars. *Worth?* WORTH?! Worth measured by dollars? Is that the proper use of the word 'worth', which should bear some relation to 'worthy'? I never use the phrase. I disdain it. I will not mislead my scholars and belie myself by putting old Midas and worth in such grammatical relation. The popular gospels of the love of money, the love of ease and self-seeking, the love of applause and fame, have already too many apostles: let not those who stand as leaders of youth be of the number. Even the inculcation of industry and thrift, and of the pursuit of knowledge, is perverted to the same ends. As teachers we are specially liable to the error of over-esteeming intellectual power and attainments; of exaggerating the special ends of our profession and elevating them to the rank of primary ends. Nor can we omit to mention the frequent error of underrating the present life in looking to the future, as if this life were merely a preparation for that which is to come, and had no other value.

As devotion to the false ends of life degrades and shrivels the man, so devotion to the true ennobles and enlarges the soul. Early in his teaching CHRIST set forth his doctrine by telling who are blessed. "Blessed are the successful" is the world's chief beatitude; how different were his! He makes light ac-

count of wealth, fame, and knowledge, not because these are despicable or worthless in themselves, but because life is not in them. A man's life consisteth not in the abundance of things that he possesseth; the life is more important than food, as the body is more than raiment. In the same discourse he set forth no less lofty an aim than perfection: "Be ye, therefore, perfect as your Father in heaven is perfect." The disciple who is stirred to attempt so noble a work as becoming like the Father above soon loses devotion to the lower and temporary ends. Thenceforth he knows no success but the great and true success, and values all meaner things as they conduce to that, as he who studies the stars measures time by the cycles of the earth or the speed of light. Thenceforth he seeks not the accidental circumstances of life, but life itself. But these truths refuse to be written. They must be studied by the light of inspiration and experience, in the closet of private meditation. Less I dared not say: more I may not say. Forget not that your conduct and your conversation with your pupils every day give them some doctrine of the ends of life: see to it that it be the true one.

Thus I have sought to indicate a few points distinctive in the career of CHRIST as a teacher. Some which are equally manifest I have passed by, as I wish only to attract your attention and induce your own study of the subject. This field of thought and research is wide and fruitful, and the earnest teacher will find in it much to guide, to cheer, and to inspire with new zeal for the work in his hand. The morning of human lives is his seed-time, but the harvest extends through the endless eternity.

W.

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#### BUREAU COUNTY NORMAL INSTITUTE.

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AN adjourned meeting of the Bureau County Normal Institute was held Saturday, January 9th, in Princeton. From the fact that it was to be but a one-day's session, a large gathering was not anticipated. Judge, then, of our surprise, when, upon the appointed day, about *seventy teachers* assembled. Bureau County is fully awake. We wish to hear of some other county, which has no cities or large towns, where seventy teachers gather at the quarterly meeting of an educational organization.

The exercises were interesting. Mrs. E. C. M. FLAGG read an Essay upon *Success in Teaching*. It was listened to with great attention. It was eminently practical and instructive. A copy was solicited for publication. I trust your readers will have the benefit of its perusal.

Commissioner ALLEN delivered an Address upon *School-Teaching as it Was, as it Is, and as it Should Be.*

The ROBINSON Brothers read two highly-spirited Poems, which were well received. Copies of these were also solicited for publication.

The discussions were conducted with great spirit.

One feature must not pass unnoticed: A teacher from a rural district, Mr. CHAS. ROBINSON, was present with his pupils, and furnished the Institute with fine singing. But few choirs could have excelled their performances. One song, entitled *The Prairie State*, composed by the teacher, and adapted to the familiar music of 'The Mountaineer's Farewell', elicited rapturous applause. May not this record prompt many teachers, even in rural districts, to pay more attention to the cultivation of music in their schools?

The *Teacher* was not forgotten. Bureau County will redeem the pledge given at the State Association. We had a pleasant time, and anticipate many more such meetings in the future. Adjourned to meet March 13th.

One of our papers has changed editors: we have now a paper that will help us. We propose occupying a column in each of our county papers.

The Princeton Union School has a new Principal: Mr. S. R. FORREST, a teacher of much experience, from Ohio, is the man. A. W.

[Well done, Bureau! Teachers, do you see that? That's the spirit. Let us all imitate the noble example.—ED.]

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## EDITOR'S TABLE.

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APologetic.—We should be sorry for our tardy appearance in January and February to be taken either as an index of our habits as a teacher or of our sense of duty as an editor. We hold punctuality among the cardinal virtues. All must see, on reflection, that thus far delay has been inevitable. In March we expect to call upon you 'on time', and then catch us *late at school* again, if you can!

HINTS TO CORRESPONDENTS.—Avoid long prefaces and introductions. Strike at once at the subject in hand. Let every sentence tell upon the aim in view. Be concise. Superfluous words, like friction in machinery, detract from the effective force. Do not mistake us, however, on this point: we do not want denuded skeletons and dry bones. These are worse, if possible, than a plethora of wordy obesity. We do not object to ornament: it is necessary; but let reason hold the rein of fancy; let the embellishment be adapted to the subject and subordinate to the thought. Write of what interests *you*, and it will hardly fail to interest others; of what you fully understand, and then you can make others understand it. Write from feeling and with feeling, and your readers will feel; write of what you believe, and *because you believe*; write with earnestness and enthusiasm, and this will generate the same in others; write at a mark, and you will be more likely to hit it; write with a sincere desire, above all, to instruct, improve, and do good. Finally, write,

with black ink, distinctly, legibly, with *Webster* or *Worcester* at your elbow if need be, with a strong faith in the utility of the rules of punctuation, orthography and syntax, and on *one side only* of your paper. Do this, and no man in Illinois will be so glad to hear from you as the Editor of the *Teacher*.

ENLARGEMENT.—The concentrated wisdom, experience and thought of the teachers of Illinois all in thirty-two pages! Nonsense—we want more space. The subscription returns will soon decide this matter. Teachers, school officers, friends of education, what say you? what will you do?

TRUSTEES AND DIRECTORS are informed that all the *official opinions* of the State Superintendent on the School-Law are published in the *Teacher*. Friends, here is a hint—will you act upon it? Call upon your Directors and state the above fact.

SCHOOL ARCHITECTURE.—We call attention to the article on this subject, one of the most important now before the educators of Illinois. It is a theme to which we have given much thought, and to which we shall often recur. We have long believed that the relation of school architecture to the success of any school system is infinitely more intimate and vital than most men, even educational men, are willing to admit; and we greatly rejoice at the prominence now given to the subject in this State.

A BRAN NEW IDEA.—A correspondent informs us that the ‘hard times’ were defied, in a certain district, by those who *would* have the *Teacher*, in the following novel manner: A joint-stock company was formed at ten cents a share, the proceeds to be invested in our journal! The suggestion was received with acclamations, the stock rose to a premium, and the object was accomplished in a trice! A happy thought, a wise and safe investment. Let any other district that feels the grip of the times do likewise.

We have received two answers to the question proposed in Dr. WILLARD’s arithmetical article in the December *Teacher*. One of these is right, and one wrong; but neither one is from a pupil, and Dr. WILLARD’s question was addressed to the pupils of Illinois, and to those of them who had never seen a rule in a book. We shall wait for further answers.

We shall not institute a ‘Mathematical Department’ in our journal, but we have the promise of occasional articles on arithmetic, of a practical character, from the pen of one of our associate editors.

NORMAL SCHOOLS.—Thus writes Hon. H. C. HICKOK, State Superintendent of Public Instruction of Pennsylvania:

Schools for the special training of teachers are indispensable adjuncts to any complete State system of popular education. The business of colleges and academies is to make scholars, not teachers: they never did, and until they essentially change their character and functions they never will, do any thing else, to any great extent. The professional training of common-school teachers is as distinct and independent a work as the professional training of phy-

sicians, clergymen, and lawyers; and colleges and academies might as well undertake the professional education of these classes of citizens, without the facilities of the law school, the medical college, and the theological seminary, as to properly educate teachers without the programme and appliances of the regular normal school. The difference between the untrained and the thoroughly-accomplished teacher is as great as the difference between hoeing corn and the mechanism of a watch. Yet, strangely enough, the common sense which men exhibit in all other practical affairs of life is generally left behind when the theory and practice of teaching become the subject of consideration.

THE *Pana Herald* gave notice of a convention of the Teachers of Christian and adjoining counties, to be held at Pana, Jan. 29th and 30th. The gathering at Decatur stirred up those who represented Christian County to greater labor at home.

OUR brother NORTHEED, Editor of the *Connecticut Common-School Journal*, puts the following good thing among his 'Items'. We suspect that it may suit the longitude of Illinois as well, for PRENTICE complains that the 'school-ma'ms' that come to the West to teach other people's children very soon get to teaching their own:

TO OUR LADY SUBSCRIBERS:—PRIVATE AND CONFIDENTIAL.—We find that some of our lady subscribers occasionally discontinue simply on the ground of their changing their names. Surely, young ladies, this is not the way to forsake old friends,—merely and solely because you have 'got married'. If you have first-rate husbands, and we surely hope you have, manifest your appreciation of the same by sending to our publisher advance pay for about five or ten copies of the *Journal* to be sent to those whom you consider less fortunate than yourselves, and be sure to continue your own subscription. Now, ladies, do be considerate. We are perfectly willing you should wear the chain matrimonial, and will wish you all manner of good if you will only do the right thing by our publisher. These lines are only for those who have 'committed matrimony', and for such as are contemplating the same.

'CARRYING COALS TO NEWCASTLE'.—Our Agent, it would seem, is 'not without honor, save in his own country'—*nor there either*; for his reception at Franklin Grove, on the 7th of January, amid garlands and banners and words of welcome, must have thrilled his heart and fired his mind with fresh enthusiasm.

But what is the use of talking to the people of Franklin Grove, Lee Co., Illinois, on the subject of education, we should like to know? What is there left in that favored spot for our Agent to do? Do'n't every body know that ignorance and old-fogyism emigrated from that country long ago? that Lee county is the banner county, and Franklin Grove School the banner school of that county? What is the use of lectures where every body reads the *Teacher*? We hope the good people of Lee county will harden their hearts, and drive him off to the benighted regions that lie beyond!

ANTICIPATED US.—Our friend MERWIN, of the *Northwestern Home Journal*, gave his readers, in his issue of January 20, a full report of the meeting at Decatur, anticipating us by several days. Well, we admire his enterprise, commend his taste, and hope he will do so again!

SCHOOLS IN GALENA.—We learn from the *Galena Advertiser* that there are twelve public schools in successful operation in that city, with an aggregate of one thousand and four scholars.

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#### BOOKS AND PERIODICALS.

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WE greet the appearance of the NORTH-CAROLINA JOURNAL OF EDUCATION, the first number of which is dated January, 1858. Its excellent salutatory is from the pen of Rev. C. H. WILEY, State Superintendent, one of its Editorial Board. The *Journal* contains a sketch of the character of the eminent Dr. ELISHA MITCHELL, a son of Connecticut, but for nearly thirty years a Professor in the North-Carolina University. We notice that the matter of the number before us is (except an extract from WORDSWORTH) entirely original, North-Carolinian, prepared at home for home use. This indicates the interest in the enterprise felt by the educators of the State. There is much work for the new journal in North Carolina, and we wish it abundant success, as we are sure it deserves it.

THE WISCONSIN FARMER, for December, comes freighted with facts and suggestions for farmers, horticulturists, and thinkers. It contains the address of Prof. TURNER, delivered at Janesville last September. This address deals some heavy blows at the great ugly shams of the day, and, like most of the productions of its bold and original author, abounds more in the crashing bomb-shells of plain, downright hard sense than in the butterflies of rhetoric and sentiment.

THE ATLANTIC MONTHLY for February, the fourth number of the new magazine, sustains the high reputation of the preceding numbers. As the foremost literary periodical of the country, it ought to be taken extensively by teachers. This number contains an article on *Cretins and Idiots*, which is interesting as showing how the teachers' art can send rays of light even into the thickest darkness. The subscription price of *The Atlantic* is \$3.00 per year: published by PHILLIPS, SAMPSON AND Co., Boston. Three dollars sent to Messrs. NASON AND HILL will pay for *The Atlantic* and the *Illinois Teacher* both for one year.

SARGENT'S SCHOOL MONTHLY, "a new magazine for pupils and teachers, schools and families," appeared in January with a circulation of 10,000 copies. Each number has thirty-two pages of the size of those of *Harper's Magazine*, and is well printed and finely illustrated. Edited and published by EVES SARGENT, Boston: \$1.00 a year. Specimens sent for nine cents. We shall at some future time notice this and our other exchanges published for the children and youth.



# ILLINOIS TEACHER.

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## NORMAL INSTITUTES.

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### AN ESSAY

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Read before the State Teachers' Association, at Decatur, December, 1857. Ordered to be published by especial vote of the Association.

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BY PROF. J. F. EBERHART.

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My subject is *Normal Institutes*. It was assigned me by the Executive Committee, and I will try to adapt myself to it as well as I can; although I feel something, I imagine, like an ill-shaped prisoner about to be fitted into the iron bedstead of *Procrustes*. Whether or not I shall be able to make any of the disproportioned angles and proclivities of my mind fit into any part of this subject remains a question. Do not understand me, however, that it is unimportant or lacks scope. To such an audience as I have before me—to teachers—*live teachers*, who have the great cause of a deep and broad-laid general education warm at heart; who can weigh *cause* and *effect*; who can see the result of combined, acting forces; who can look with delight on the seed when it is scattered on the earth, knowing that heaven will always grant the rain and sunshine, and time grow it into vernal beauty and summer fruits;—to such minds, these so-called ‘Normal Institutes’ can not but be of vital importance, because they are working agencies in their hands, more powerful than *lever* or *screw*. Any thing new or startling you must not expect, as what I have thought on the subject has, I trust, occupied your minds; so that I can not hope, by revealing new features, to enkindle your minds and fasten your thoughts to my theme. A few thoughts in common with your own must

satisfy the occasion. If the dose is dry, you must try to take it for the sake of the *cause*, as we some times do dull and pointless homiletics; or, to come to the school-room for an illustration, as lessons are some times recited, because *next in order*.

For a definition of 'Normal Institutes' it will not be necessary to consult a lexicon. It is a matter of some doubt whether *Webster's Unabridged* would explain to our present satisfaction. Words mean nothing except as they are attached to and represent ideas—realities. If I were to try to make you understand what I meant by the word *zebra*, all that would be necessary to those of you who had seen the animal would be to say the word that represented it, and its form would at once stand in beauty before your eyes with every ring distinctly drawn: and so all that is necessary to make those of you who have seen them understand what 'Normal Institutes' mean, is to say Normal Institutes; and at once they spring into life, full-formed and beautiful, before you eyes. And if there *should* be any present so unfortunate as never to have seen them, I would only advise to see and *know* them soon.

There are, perhaps, few who have conceived or measured the great power there is in *agencies*. They seem as necessary for the accomplishment of every thing good or great, as the physical body is necessary for the mind to act through. The church has its agencies; and in proportion to the efficiency of its agents is it efficient and active. The different professions, also, all have their various agencies to sustain and magnify them, and to impress the world with their greatness and win coöperation. If the *teacher*, then, would be successful, and magnify and lift high his great profession, he also must employ agencies. It will not do to rely entirely on the greatness and goodness of our cause. The cause is good, and great, and strong; but its strength is that of a sleeping giant. It must be awakened and aroused to life before it can walk the earth and show its magnificent proportions to the world! And by no means can this be so quickly done as by means of these same Normal Institutes, held in every county, town and hamlet in the State. They are powerful agencies: powerful to awaken in teachers an interest in their profession; powerful to make them *understand* their profession; powerful to unite and harmonize their efforts so as to make them effective; powerful to encourage their hearts; powerful to attract the attention and draw the influence of the community in which they are held, and powerful not only to draw and stir a community, but also to make them hearty coöperators and aiders, both with purse and thought, in the great cause for which we labor.

It is a familiar and deplorable fact that teachers, too frequently, are not qualified for their profession. Too many are like the college freshman, who, according to his professor's story, lacked two things of being a good orator: the one was that he could not *express his ideas*, and the other that he had *none to express*.

Now teachers are too often in a similar predicament: in the first place, many of them are very defective in their method of communicating; and in the next place, they are not sufficiently acquainted with what they *should* communicate. Such, too, are generally but little interested in their business, or any of its auxiliaries. There is no danger of insulting them at an association of this character by speaking of them, for such they do not attend. In the Summer, perhaps, they think of and drive oxen; and in Winter, it would seem, the business is reversed, and *oxen* try to drive miniature men and women up the broad steeps of science! They seem to think that all that is necessary to make a good teacher is, as in days of yore, to be able *thoroughly* to 'read, write, cipher, and whip'. It is cheering to know, however, that such counterfeit coins are rapidly disappearing in our beautiful prairie State; and a sufficient number of well-conducted Normal Institutes will soon toss them aside, or smelt them over again and make good metal out of them. In every county there are some, more or less, good teachers—teachers who are fully awake to their calling, whose minds are clear and bright and quick to perceive, and whose breasts are still aglow with the Promethean fire that fell from heaven.

Now take these teachers, thus hot with the fire of their profession, and well charged with a teacher's electricity, and bring them in contact with those less charged, within the walls of an Institute, and you will see a living spark leap out from them to those surrounding! A healthy electricity will soon pervade the whole apartment. A slight shock, too, may be felt; but it will be life-giving rather than life-destroying, and stir the muscles and quicken the nerves and brain to action! Here the wise will impart of their wisdom to the simple, and both be made happier for it. Here the dull will be sharpened, as 'iron sharpeneth iron'. Here the sleepy will be awakened by feeling arrows of thought piercing them. The indolent will be aroused, the feeble strengthened, and the defective and faulty will learn 'to see themselves as others see them'. And if they have a desire to be good and true teachers, they will here have a chance for improvement; if not, they will soon be run off the track, like the lumbering old stage-coach, for the car that runs with greater ease and swiftness.

As to the particular manner of conducting these Institutes, I shall not occupy time to speak; neither could any rule be given, as they must be varied to suit either the wants of the city or villa, and the peculiar condition of the teachers present. Their great and primary object is to arouse and energize teachers and make them acquainted with their business; to make them familiar with, and understand thoroughly and clearly, and in full detail, *every branch* they are required to teach, and *how* to teach them that the young mind may be benefited. Every thing that pertains to the healthy management of a school

should be freely discussed and honestly investigated. And this should be done, too, as much as possible, in the presence of parents; as thereby they are frequently led to see and learn *their duty*. And all teachers know how hard and discouraging it is to teach when parents do not give their proper sympathy and aid. In fact, one of the great objects of these Institutes is to stir and instruct a community; and by no other means can it be so thoroughly and successfully accomplished.

The first getting-up of these Institutes in a community generally requires the greatest sacrifice and hardest toil. And this, too, almost always devolves upon one or two great 'leading spirits', who find much to battle with that is stubborn and unyielding. But in so strong and good a cause, we should never be discouraged, even though the undertaking should seem large. We should rather feel like the little boy I met the other day while visiting a school in Lee county. I was talking with a *director* in regard to *play-hours*; and recommended plenty of free, glad exercise, and unrestrained, cheerful sports and play for the pupils at recess. He said he also liked to see play when there was no quarreling or fighting. To which I, of course, assented. Just at this point, a little boy about eight years of age, who had been standing by and listening with cool but close attention, interrupted by saying, with an honest, good-natured laugh and slightly-compressed lip, "But I like to fight, too, some times." Then I turned to the boy, and, looking full and pleasantly on his broad features, slightly drawn and lit up, said: "And you would like to fight, too, some times, would you?" "Yes, sir", said he. "But", continued I, "would you like to fight with boys larger and stouter than yourself, that you could not flog?" To which, after a little hesitancy, he said, with a firm lip, hopeful smile, and slow shake of the head, "Well, I'd like to do *what I could* at them"! Now we should feel so in starting up Institutes, and in all our labors for our cause. If the task seems too large and heavy even for immediate accomplishment, we should set about it with a strong and faithful heart, and 'do what we could at it'. And a good, hearty effort in our cause is never fruitless. There is not a county in the whole State in which Institutes may not be put in successful operation; and that, too, by the earnest labors of even one man. It is true, it takes labor some times—skillful, heavy and long-continued, masculine labor, as a number of us here present have had ample opportunity to know; but labor always will do the work. Teachers frequently make a mistake in starting these Institutes by trying to do all the work themselves, and shaping them so as to make them interesting *only* to teachers; and some times not *very* interesting to them. Making them wholly *teachers'* Institutes may do for the city, or after they are once established; but it is not always adapted to the wants of the country, when they are first started. Some times but two or three teachers can

collected, and they alone would make a very thin Institute. In such cases—and I have started several with only *two teachers*—I would go and invite in the citizens and all the schools in the place, and then arrange the exercises so as, if possible, to make them attractive and instructive to all. It is not hard to start an Institute, after its *object* and *utility* are seen by the people. They gladly contribute funds to defray the expense of able lecturers and teachers; and these soon produce a stir and attract. People begin to talk about it, and parents as well as teachers grow anxious to know what these Institutes are. They attend and get a taste, and then you are nearly certain to have them as hearty coöperators; as the healthy mind is always fond of truth, and quick to run in sympathy with that which produces a stir for the better. An abortive effort to organize an Institute is never necessary. A failure I have never witnessed, and, what is more, I never *intend to witness one*; and I know that there are others in this audience of teachers who have the same feeling.

Without these Institutes it would be very hard to keep up the local educational interests of the State—to keep the cause alive and active in every part. Where they are, the cause has life; where they are not, it is comparatively dead. Our periodical, the *Illinois Teacher*, is a living power to accomplish and keep the State in motion; so, also, are our many noble teachers, who are *living, breathing realities*, and who stand as wakeful sentinels upon our every out-post. But these are not sufficient. There are thousands that do not see or feel their influence; and they, too, must be reached and thrilled into life. The world has grown so stupid and dull-eyed that it can not see at a distance, or read ordinary-sized print that treats of educational matters; and if we would have such notice our cause, we must advertise in large and plain letters, and placard our bills near their door-posts, or along their daily walks of life, where they can not help but notice them! And Normal Institutes are the very thing to do this. They are also necessary for the full success and prosperity of our Normal University. They are so many channels through which are brought in students of the right class to give it character and position, and make it useful. They are living streams that send in their healthy waters to refresh it. Or, to change the figure, they are so many leafy branches putting out from the great trunk at Bloomington, and spreading abroad and stationing themselves to take up fibre and strength from the sun-beams and winds that would else blow idly by; or so many branching, life-bearing rootlets that run deep and far into the earth; and while they bear nutriment and vitality to the great trunk, they at the same time help to plant it deeper and firmer in the hearts of the people.

Institutes we must have, then. The success of our cause

greatly depends on them. They are a vital part of our great educational system. And it becomes us to husband every agent that brings us aid. There is still a great work to perform; and this must be performed mainly by us. We have espoused the cause, and we must show that we are still closely wedded to it in thought and feeling, and that we will battle for it until victory shall shed glory upon our banner, and the oppressed and self-fettered millions of our land go free to live and act in the world!

We have much to discourage us, it is true. We not only have some teachers that are drags and worse than rough-locks on the wheels that would else bear us swiftly onward; but the great bulk of the people who have children, and who *should* be most interested, *practically* ignore our cause. They have other business to attend to. They are too much absorbed in the wild pursuits of wealth to look after their children! They have too many oxen and horses that are of a readier dollar-and-cent value! too many 'quarter-sections' and 'corner lots' to look after! too many fields that they think it more important to cultivate than the minds of their children! They would rather break up the wild prairie than fallow the brains in their children's heads! They would rather teach them to use their *muscles* than their thoughts, and to be gilded toys in the world than deep-souled MEN and WOMEN! They look upon mind, unmoved, as the dull ox does upon the beautiful flower he crushes beneath his feet. They can not see its fineness and beauty. In their eyes a gold dollar far out-glitters a thought! They have become incrustated in the world, and lie wrapped round and round with its silken laces, until their limbs are fettered, and they can not *act*, when education demands it. A land-sale they may possibly have time to attend, or perhaps a political 'rally', to hurrah with banner and lungs for their favorite candidate! but an educational meeting they have not the time or money to attend! They would rather 'save the Union', or utter inflated speeches over 'bleeding Kansas', than save their children's brains that lie bleeding at their feet and are tossed aside like the useless husk. They are either buried in wealth and business, or asleep in apathy and ignorance, and treat the mind as far less important and real than the stomach, or a fine piece of land. They are a dull, absorbing fungus on the vitals of the world, and retard all that is truly elevating and intellectual.

But then, again, we have much to encourage us and make us hopeful. Our cause is great, and we stand strongly intrenched in the truth. We are always *gaining* influence and strength, and never *losing*. It is truth in contest with error—light with darkness,—and as sure to come out victorious, as that a man is wiser than a brute. We see the inveterate opposers of free schools daily changing about and becoming their strongest supporters. We see the props of ignorance falling away, like rotten timbers, at the touch of intellect. We see the magnificent

TEMPLES of KNOWLEDGE planted on the foundation of the 'old log school-houses'. We see the dull and formal school-keeper supplanted by the live school-teacher. We see men of influence and wealth beginning to suspect that *gold* may be lighter than *reason*, and bands of intellect stronger than bands of brass! I say we have much to encourage us when we see men in their last *will* and testament, before they go from earth to heaven, give twenty thousand dollars toward free-school purposes, as did SILAS WILLARD, of Galesburg; or when we see, what is nobler still, a man like JESSE W. FELL, Esq., of Bloomington, who gives ten thousand dollars, in the midst of life and health, toward building a school for the free education of teachers! We have much to encourage us when we see wealth beginning to crouch, and pay tribute at the feet of Free Schools! when we see teachers, by scores and hundreds, flock around an Educational Convention like a bannered host, glad and hopeful! when we hear of free-school celebrations attended by thousands! when we see Normal Institutes springing up with thrift and energy over a great State that but a few years ago was totally barren of them! when we see a State Teachers' Association, like the one in which we are now convened, grow in less than four years from less than a half-score in number to more than a living half-thousand! and, more than all, when we see a great master Normal University spring suddenly, by a healthy impulse, into life, and fall heir to wealth and wisdom, and promise to the world such grand, giant proportions as our older and prouder sister States have never beheld!

Thus I have briefly and very hastily looked *at*, rather than into, 'Normal Institutes'. This I thought the wisest course in treating this subject in the presence of such minds as I have addressed. Their internal arrangement and management, and their direct effect upon *teachers*, are, I think, generally far better understood by teachers than their outside influence upon community, and their unequalled power to move forward the teachers' cause. And their work is not yet done: it is scarcely begun. The great field has only just been entered upon, and still stretches out before us in wider latitude, inviting us to toil. Let us be nerved to action, then, and strike with a still bolder and lustier blow. Let us make a still more earnest and determined effort; nor cease our labors until a healthy and well-regulated Teachers' Institute shall be a reality in every county in the State, and the true teacher's greatness stand confessed before the world! The day is opening to us. Light is beginning to stream in through the morning curtains of the East! Intellect, like a full-formed Minerva, has taken her stand, and from her throne of beauty is yet destined to rule the world! A fairer future looms up before us! Well may we catch the spirit of the poet's glowing words, and *realize* that

" There is a fount about to stream,  
 There is a light about to beam,  
 There is a warmth about to flow,  
 There is a flame about to blow,  
 There is a midnight blackness changing  
     Into gray!  
 Men of thought and men of action,  
     Clear the way!

" Aid the dawning tongue and pen;  
 Aid it, hopes of honest men;  
 Aid it, paper; aid it, type;  
 Aid it, for the hour is ripe —  
 And our earnest must not slacken  
     Into play!  
 Men of thought and men of action,  
     Clear the way!

## ARITHMETICAL CURIOSITIES.

BY DR. SAMUEL WILLARD.

WHEN I was about twelve years old I took great interest in the 'Arithmetical Amusements' of the *Boy's Own Book*, a small volume on boyish amusements, which I am glad to see lately enlarged and reprinted. It might do more good in many a school library than some books that please the elders better. A few of the properties of numbers which were not then developed in the arithmetics, and are more wonderful than useful, were in this juvenile work turned to purposes of amusement; and I can see that I received from those pages an impulse toward inquiry into the science of numbers. I wanted to know *why* those strange results were obtained; and having studied the processes till I detected the principles, I devised others of the same kind, and discovered practical applications of what I had used for play.

I used some of my discoveries, when in the teacher's desk, to excite a similar interest in the minds of my pupils. "All work and no play makes Jack a dull boy", says the proverb. My classes thought arithmetic all work; perhaps in some spare five minutes after the regular lesson was recited I would show them that I could use it for their amusement; and I believe I can affirm that these occasional play-spells did not fail of their pur-



pose. Of course I did not look for *great* results; many a little impression makes the teacher's final mark.

I do not esteem the abbreviated methods of operations in multiplication by 9, 99, etc., or by 25, 125, 625, etc., to be worth any thing to most pupils. They ought not to be taken up until review, and then not insisted upon as practically valuable. The best arithmeticians will show a liking for short methods which require indeed more discrimination, but save drudgery. I verily believe, however, that not one in twelve of the teachers who have learned the short method of multiplying by 125 will use it in his own calculations. What, then, can you expect of the pupils?

In the Higher Arithmetics these things have their appropriate place: and one who is preparing to teach should pay especial attention to them; not because he wants to teach them, but because they will be useful to himself. A little skill in the use of them gives variety to the exercises with but little labor; and in the study of them he will acquire as much practical facility as in other calculations, and a greater familiarity with principles of arithmetic and properties of numbers.

I had before me a class who had gone over multiplication of decimals. The lesson had been recited, and a few minutes were left. I wrote on the board these figures, 12345679, and told the class to write them on their slates. I told Joseph to put a decimal point between the 5 and 6, and multiply by two and seven-tenths; James to put the point between 3 and 4, and multiply by eighty-one thousandths; Mary to put the point between 6 and 7, and multiply by forty-five millionths; Thomas to prefix a cipher to the number, put the point before that, and multiply by sixty-three. So I assigned each a different example. Presently Joseph exclaims, "Why my answer is all 3s!" Mary cries out—"Mine's all 5s!" Each of the class finds the product of his multiplication to require the repetition of a single figure. I had only the labor of inspecting the pointing-off, after giving extemporaneously as many examples as there were pupils. The secret was that the given multipliers were all in some form multiples of nine, like the examples above—2.7, .081, .000045, 63, etc. I knew that the results must consist of a single figure nine times repeated, and that figure would be the quotient figure resulting from dividing the given multiplier by nine: the multiplier 27 would produce 333333333; 45 produced 555555555, and so on. I give this as an example of the use which could be made of what seems a mere curiosity. I may some time give the genesis of this series of numbers, but presume most readers will like to study it out for themselves.

Here is a curiosity which is of no use but to test your knowledge of principles. It has cost me not a little study to explain the reason why the process gives the result, and my explana-

tion is not a simple one. I give it for those who like nuts to crack:

To divide a number by nine, obtaining first the remainder (if any), next the unit figure of the quotient, and the other figures in order from right to left: a complete reversal of the usual method.

*Example 1.* Divide 2754 by 9. Beginning with the unit figure, I add up the digits  $4+5+7+2=18$ , which is twice nine. Taking the number of nines (2), I carry it to the tens' figure and add toward the left as before:  $2+5+7+2=16$ . Set down 6 as the unit figure of the quotient, and carrying the 1 to the hundreds' figure add as before:  $1+7+2=10$ . Set down the cipher, and carry the 1 to the next figure:  $1+2=3$ , which is the next quotient figure. The quotient is then 306, with no remainder.

*Ex. 2.* Divide 374585 by 9. Add from the right as before: the first sum is 32, which is 3 nines and 5 more; 5 is the remainder. Carry the three (number of nines in the first sum) to 8, and add toward the left, getting 30: 0 is the quotient figure. Carry the three to the five and add as before, getting 22; set down 2, and carry 2 to 4, adding as before, getting 16; set down 6, carry 1 to 7, and add as before, with result 11; carry 1 to 3: result 4; quotient: 41620, with 5 remainder.

The rule is, then, Add the figures of the dividend from right to left, beginning with the unit figure. Carry the nines from the amount to the next addition, which must begin with the second or tens' figure. From the amount carry the tens to the next addition, and so continue to do, beginning the additions one place further to the left each time. The remainder after subtracting the nines from the amount of the first addition is the true remainder.

I am indebted to that superior mathematician HORATIO N. ROBINSON for the suggestion which led me to the invention of this process. What little examination I have given to his writings has given me a high opinion of their author.

THE education of local circumstances is by no means necessarily a narrow education: all that is general and essential every where, whether as respects the main facts of nature or the habits and laws of the human mind, is repeated in miniature in every spot. KENT never slept out of Königsberg; and SOC-RATES never wished to go beyond the walls of Athens

MASSON.

So necessary is fun to the mind, that if you should build school-houses without play-grounds nobody would get beyond short division in a life-time.

ANON.

## THE EXCELLENT MAN.

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THEY gave me advice and counsel in store;  
 Praised me and honored me more and more;  
 Said that I only should 'wait a while';  
 Offered their patronage, too, with a smile.

But, with all their honor and approbation,  
 I should long ago have died of starvation,  
 Had there not come an excellent man,  
 Who bravely to help me along began.

Good fellow! he got me the food I ate;  
 His kindness and care I shall never forget;  
 Yet I can not embrace him, though other folks can,  
 For I myself am this excellent man.

HEINE.  
 Sargent's School Monthly.

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## TEACHING AS A RECOGNIZED PROFESSION.

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THE teachers' profession! The dignity of the teachers' profession!! These have been expressions in common use for years. We early learned what was meant by the medical profession, or the legal profession. We could see that certain citizens were of the clerical profession; but, excepting a few connected with our colleges, we could find none who stood distinct from the community as teachers—and they, even, were usually distinguished from others not less by their clerical than their teaching labors. We completed a course of study, had already some experience in teaching, and now wished to fit completely for a teacher's work. We looked to find some school that should be for the teacher what the law school, or the medical college, or the divinity school, is to the lawyer, the physician, or the clergyman. No available one could we learn of. To be sure, Normal Schools there were; but, in addition to the distance to them and our inability to be at them in time of session, was the fact that the course of study in those of which we could learn was more limited than that we had already completed; and, though we had much yet to learn in the way of imparting instruction, our judgment, sustained by the opinions of those who had been connected with Normal Schools, was, that none of them quite met

our want. We noticed, too, that the graduates of such institutions did not rank as professional men any more than those who looked through the chinking of a log school-house for the three months of a winter's school. We found, further, that while other men were expected to remember some fair proportion of what they knew, teachers who came into schools supported by the State were supposed to forget what they knew of their duties, while practicing the same. From old Massachusetts, standing at the head of all in State schools, west to Missouri, farthest west of any that had a school system then, and south to New Orleans, the public teacher was called upon by law to be re-examined annually or biennially, and then only *privileged* to teach in a single county, or township, or even district. We found in very few instances any knowledge required of the examiner. "Be we *men*, and suffer such dishonor?" What clergyman do you know who would remain in the labors of his profession if annually called upon to be examined by any body that might happen to be appointed? or if he could not change his residence or preach to a new congregation without having a certificate of orthodoxy from a man that was not required to know even so much as to tell whether MOSES or SOLOMON built the Temple, or whether it was DANIEL or SAUL of Tarsus that was called PAUL? Suppose there were a perpetual clamor about the inspection of churches, with as little regard to the capabilities of those who were to inspect as is manifested in school-inspection, what should we see?

We found none to call teachers by profession in public schools, for, by the time we could call them so, some over-officious officer might withdraw the paltry certificate that temporarily *allowed* them to instruct the people's children. We found in the public schools, out of the cities, very few indeed that had taught for a series of years. We found little concert of action among teachers; we found them making their posts means of acquaintance among the people, or of temporarily filling a lean purse, preparatory to practicing something recognized as a profession, and in which, without losing their identity, they would be recognized as men by the law—it being conceded that they could *remember* enough of law and physie to continue in their practice. In fact, this *profession* of teaching seemed an intangible, nominal matter. Teachers hardly respected themselves, and shrunk from the remark 'He's nothing but a teacher'—a very natural remark as things have been, for none but self-sacrificing or low-spirited men would submit to such things as have been required of teachers, and the public can hardly appreciate a self-sacrificing spirit in these mammon-worshipping times. There was, with all this low appreciation of the teacher both by the law and public opinion, a dawning of better days; and the hope of the 'good time coming' fixed our course. Years have rolled by since we began what we expect to follow as our calling; but we

still hear the occasional query, Are you not going to study a profession? *Teaching* will be recognized as a profession, and, it may be, very soon. The day has come when we must no longer talk in vague terms of the teachers' profession, but make it a reality. This will be done. The only question is, what State shall be the first to recognize the profession; and Illinois can be that State. Already has some advance been made. When our State Teachers' Association was formed, four years ago, any one who would pay a dollar and sign his name was a member. What a dignified *profession*—requiring only an 'almighty dollar' and a stroke of the pen to participate in its deliberative meetings! To-day, none but school-officers of some class are members, except actual teachers. This is a step in the right direction; for no class of men, and no individual man, will be respected when self-respect is wanting. Teachers can hardly complain that they have no rights as such out of their own cities or counties, that they must be constantly harrassed by examination by those in whom no qualifications are required; they can hardly complain if the same courtesy is not shown them in employing them or discontinuing their services as a merchant's clerk receives, while they recognize as equals in their calling every one who has a dollar to spare, or a gold pen to write an autograph. What teacher can join a legal convention, or become a member of a synod or conference, by *paying a dollar and signing his name*? The clergy, legal and medical gentlemen are respected by community; but they *respect themselves*. Legal conventions admit none but members of the bar as active, voting members; and the teachers' profession will never stand side by side with the legal until similarly organized. Nor do people expect to be thus admitted. You hear no one complain that he can not participate in medical conventions, for none claim a right there but those who have devoted their time and labor to that calling. We have left our doors open to more than expect to be admitted, and we shall not be much blamed if we close them to such width that teachers only can come in.

Some may try to remedy the discredit of their work by calling every old teacher *Professor*; but, instead of raising the teacher, you degrade the title. Already we have *Professors* enough—so dubbed by themselves or their friends—to depreciate the value of the title far below par. There is a remedy for the position in which the teacher is placed—a manner of rising above the annoying local examinations, which do not serve to keep out poor teachers, while they are vexations to good ones; but before this is done a few words are due in regard to the Teachers' Association of our own State.

Four years ago, it must be said with no feeling of *pride*, teachers enough could not be called together to form an organized meeting, and it was necessary to appoint as officers men who were not teachers, from among a noble few who were do-

ing for the teachers of the State what they were yet too uninterested to do for themselves. We owe a debt of gratitude to those men who thought more of the teachers of Illinois than the teachers themselves would; and if, while they live, the Teachers' Association becomes strictly an association of teachers, they must have a seat with us, if we must have a special article in the Constitution for them. And we should ever be ready to enroll as honorary members those who, with kindred spirit to that of the founders of our Association, display a kindred zeal in building up the interests of learning, though they be not directly connected with schools.

To return to the remedy: It is to at once make a reality of the profession. Let a distinction be made between the experienced, educated teacher, and the tyro who is furnished with a certificate in compliance with the request of befogged directors 'to be as easy as you can be with the young man'. Let it be no trifle to be admitted to the professional right of a teacher; place the standard high, and let those who must employ as teachers those who fall below the same fare as those do who employ druggists' clerks as physicians, or law-students as attorneys. Let us take the very plain position that teachers understand teaching, and can judge of a new candidate's qualifications quite as well as those who have paid their attention to other pursuits.

Public opinion is fast becoming ripe for the change we advocate. Two years ago the office of school-commissioner was given, in most of counties, to any body who would take it; and we remember distinctly how an unpopular man was elected commissioner in a certain county, by getting votes privately printed, and taking advantage of there being no one at all nominated. This is changed now, and we can name many counties where active teachers are commissioners; and the number is increasing. The writer has had seven certificates in three States, and yet has passed but three examinations. Public opinion begins to recognize as a farce the examination of a man who has devoted years to his work by those who have paid no attention to it. And here we shall begin to receive the benefit of Normal Schools. Let the graduates of these institutions be the nucleus for the profession. We do not consider any of the Normal Schools as meeting our ideal of such a school. But they are yet in their infancy; and, if we live to the age of 'three-score-and-ten', we expect to see this class of schools as important for him who would teach well, as Andover, or Princeton, or some kindred school, is to him that would preach well. To take the graduates as they now are will be a progress; and these schools will continually raise their standard.

It is objected by some, that so many teachers are not from Normal Schools that the proposition to make Normal graduates the nucleus for a profession will meet with opposition. The writer has not so graduated—had but six weeks' so-called nor-

mal instruction in his life,—and hopes not to find any opposition from so selfish motives.

We would not now change the law for our plan; there are many regions where up to the day before the Millennium they must continue to have 'three months' schools', and, of course, must be satisfied with 'three months' teachers. All that we would ask of the Legislature would be to legalize the certificates granted by a board of examiners composed of educated men, chiefly, at least, teachers themselves, with the Principal of the Normal School at the head. Let the validity of legal certificates remain as now, only allow those who may see fit to take out these higher certificates freedom to teach any where in the State, without further examination, subject to having their licenses recalled for immorality or gross breach of duty. Let each State do similarly, and the teacher stands even with the lawyer. A higher step will remain, that will come one day, when, like the clergyman, the teacher with proper papers will be recognized as such wherever he may roam.

Nor is this all ideal. The writer has said Illinois may take the lead in this. So she may in the United States; but Canada has already done what we advocate. While investigating these matters, we were favored by Dr. E. RYERSON, Chief Supt. of Schools in Upper Canada, with valuable papers. The Teachers' Profession is a reality there. Dr. RYERSON writes, "I may observe that certificates given by me, as provided . . . . are valid throughout Upper Canada, the same as the license of a physician." The Canadian school-system does not set aside local examinations except with those bearing these certificates. The local laws are somewhat like our own—at least, do not differ more than those of some sister States of our Union. Normal graduates are the only ones who receive these licenses; and, though our circumstances seem to demand a different course, none who fall below our Normal graduates should receive them.

To place teaching on such a basis would add vigor to the teachers, respectability to the schools, and efficiency to the working of the whole. Judicious supervision would be aided, while impertinent and officious intermeddling would be abashed and shrink away.

A single fact will show a little the elevating character of the Canadian plan. Two grades of these general or provincial certificates are given, each as good, as far as time and locality are concerned, as the other. Four hundred and thirty-eight received second-class licenses at graduation, and of these, sixty-six, or more than a seventh, have already taken first-class licenses.

Let some such plan be adopted for our State—for every State,—and a class of ladies and gentlemen will stand before the community with the proofs that they have at least paid *some* attention to what they pursue as their calling. It will be a

class from which it will be an object to secure instructors. Poor teachers will strive to elevate themselves to the required standard, or shrink away to labor for a time in regions where the lowest bidder takes the school, till, light breaking in even there, they will be driven away from an employment for which they are unfit.

J. H. E.

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## THE OLD SCHOOL-MASTER'S STORY.

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WHEN I taught a district school, said he, I adopted as a principle to give as few rules to scholars as possible. I had, however, one standing rule, which was, 'Strive under all circumstances to do right', and the text of right, under all circumstances, was the Golden Rule, "All things whatsoever ye would that men should do unto you, do you even so unto them." If an offense was committed, it was my invariable practice to ask, 'Was it right? was it as you would be done by?' All my experience and observation have convinced me that no act of a pupil ought to be regarded as an offense, unless it be when measured by the standard of the Golden Rule. During the last year of my teaching, the only tests I ever applied to an act of which it was necessary to judge were those of the above questions. By this course I gained many important advantages.

In the first place, the plea 'you have not made any rule against it', which for a long time was a terrible burden to me, lost all its power. In the second place, by keeping constantly before the scholar, as a standard of action, the single text of right and wrong, as one which they were to apply for themselves, I was enabled to cultivate in them a deep feeling of personal responsibility. In the third place, I got a stronger hold on their feelings, and acquired a new power of cultivating and directing them. In the fourth place, I had the satisfaction of seeing them become more truthful, honest, trust-worthy and manly, in their intercourse with me, with their friends, and with each other.

Once, however, I was sadly puzzled by an application of the principle by one of my scholars, George Jones, a large boy, who, partly through a false feeling of honor and partly through a feeling of stubbornness, refused to give me some information. The circumstances were these:

A scholar had played some trick which interrupted the exercises. As was my custom, I called on the one who had done the mischief to come forward. As no one started, I repeated



the request, but with no success. Finding that the culprit would not confess his guilt, I asked George if he knew who committed the offense.

"I did not do it," was the reply.

"But do you know who did?"

"Yes, sir."

"Who was it?"

"I do not wish to tell."

"But you must tell. It is my duty to ask, and yours to answer me."

"I can not do it," said George, firmly.

"Then you must stop with me after school."

He stopped, as requested; but nothing which I could urge would induce him to reveal any thing. At last, out of patience with what I believed to be the obstinacy of the boy, I said:

"Well, George, I have borne with you as long as I can, and you must either tell me or be punished."

With a triumphant look, as though conscious that he had cornered me by an application of my favorite rule, he replied, "I can't tell you, because it would not be right. The boy would not like to have me tell of him, and I'll do as I'd be done by."

A few years earlier I should have deemed a reply thus given an insult, and should have resented it accordingly; but experience and reflection had taught me the folly of this, and that one of the most important applications of my oft-quoted rule was, to judge of the nature of others as I would have them judge of mine. Yet, for the moment, I was staggered. His plea was plausible; he might be honest in making it. I did not see in what respect it was fallacious. I felt that it would not do to retreat from my position, and suffer the offender to escape; and yet, that I should do a great injustice by compelling a boy to do a thing if he really believed it to be wrong.

After a little pause, I said, "Well, George, I do not wish to do any thing which is wrong, or which conflicts with your golden rule. We will leave this for to-night, and perhaps you will alter your mind before to-morrow."

I saw him privately before school, and found him more firm in his refusal than ever. After the devotional exercises of the morning, I began to question the scholars, as was my wont, on various points of duty; and gradually led the conversation to the Golden Rule.

"Who", I asked, "are the persons to whom, as the members of this school, you ought to do as you would be done by? Your parents, who support and send you here? your schoolmates, who are engaged in the same work with yourselves? the citizens of the town, who, by taxing themselves, raise money to pay the expenses of this school? the school committee who take so great an interest in your welfare? your teacher? or the

scholar who carelessly or willfully commits some offense against good order?"

A hearty 'yes' was responded to every question except the last, at which they were silent.

Then addressing George, I said: "Yesterday I asked you who had committed a certain offense. You refused to tell me, because you thought it would not be doing as you would be done by. I now wish you to reconsider the subject. On one side are your parents, your schoolmates, the citizens of this town, the school committee, and your teacher, all deeply interested in every thing affecting the prosperity of this school; on the other side is the boy who, by this act, has shown himself ready to injure all these. To which party will you do as you would be done by?"

After a moment's pause, he said: "To the first: it was William Brown who did it."

My triumph, or rather the triumph of principle, was complete; and the lesson was as deeply felt by the other members of the school as by him for whom it was specially designed.

Prof. ROBERT ALLYN.

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## THE ART OF PRINTING.

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"ARTS", says WEBSTER, "are divided into *useful* or *mechanic*, and *liberal* or *polite*. The mechanic arts are those in which the hands and body are more concerned than the mind: as in making clothes and utensils. These arts are called *trades*. The liberal or polite arts are those in which the mind or imagination is chiefly concerned: as poetry, music, and painting." The latter class often receive the title of *fine arts*.

To which class belongs the *Art of Printing*? Taking this art in its full development at the present day, it can not, by the above definition, fall into the mechanic class. Every occupation rises above the grade of drudgery and brutish labor as it gives opportunity for the exhibition of taste, and the love and creation of the beautiful. Sculpture would not be above any other stone-cutting if it evoked no form of beauty.

"Printing is certainly one of the fine arts", we said to ourselves as we turned over the specimen-book issued by those renowned type-founders L. JOHNSON AND Co., of Philadelphia. We admired the beautiful forms and great variety of the letters exhibited in it, with some times a hearty laugh at the wit and humor of the phrases chosen for the purpose. How could we

restrain when we came upon a bold-faced letter setting out prominently "Birchrod and Switchem's approved juvenile regulators", or a black-letter announcing the firm of "Mellowspeech and Lingotung, Declamatory Professors"? "Grass, Violet and Dandelyon, Carpet-Makers" doubtless were first so announced by this book. We have not elsewhere seen this card: "The Grand Exhibition of the Luna-Spiritualistic Association, Rapping Hall, Mediumville; common-sense a disqualification for membership." We counted over five hundred varieties of fancy letter-type, and about four hundred of the plainer sorts, while the plain and combination borders afford permutations and arrangements literally endless. We soon began to wonder what a printing-office would cost that should be fitted up with every thing made by L. JOHNSON AND Co., and next to let our imagination run upon the size and value of their establishment. In such estimates we were at fault, and stopped upon concluding that no body could want any thing in their line that they can not furnish, and that for magnitude and value no other American type-foundry can surpass theirs.

And what has called into existence and sustains such an immense concern, and some other large ones of the same sort? Simply the increased demand for books, papers and printing, and the further demand of taste in printing and beauty and variety of form in types. It is much pleasanter to read a well-printed than an ill-printed page. Compare the well-finished pages of the *Teacher*, or of the *Atlantic*, or *Harper*, with the worst-printed scrap that falls in your way; or compare them with the books of one or two hundred years ago. The manifest improvement has not been the result of advance in mechanical execution alone, though this is wonderful; but the hand of an artist is evident in the whole proceeding, from the original design of the letter to the impression of the types upon the sheet.

Printers become acquainted with some facts respecting language not generally known. It will have occurred to any one with a moment's observation that some letters are much more used than others. The letter *e* is most frequent, and *z* least frequent. Typographers have had to study this matter in order to apportion the different letters in proper relative quantities in casting type. We give the proportions of a font of type (small or lower-case letters) for printing English; for other languages it is different:

a .....	85	f .....	25	k .....	8	p .....	17	u .....	34
b .....	16	g .....	17	l .....	40	q .....	5	v .....	12
c .....	30	h .....	64	m .....	30	r .....	62	w .....	20
d .....	44	i .....	80	n .....	80	s .....	80	x .....	4
e .....	120	j .....	4	o .....	80	t .....	90	y .....	20
								z .....	2

It will now be evident that differences of style or of subject will require an increased use of particular letters. Probably the

publishers of the *Teacher* have had occasion to notice that the frequent repetition of the words 'school' and 'teacher' call for an unusual share of the letters in those words. In an agricultural journal the letters in 'agriculture' and 'farm' would disappear more rapidly from the type-case. Differences of style have a similar effect. A plain English style requires more of the letters *w*, *h*, and *t*, than a learned, latinized diction. It is said that the printers of CHATEAUBRIAND's writings (in French) found that they needed an extra quantity of *n* and *t*; because he used the participle (which in French ends in *nt*) where other writers used the relative pronoun: as if one should say in English 'the men *standing* in light' instead of 'the men *who stand* in light. A certain undesirable trait of personal character (notorious in an eminent senator) causes the capital letter which has the honor of solely representing a personal pronoun to become scarce in the case. There is, however, an affectation of modesty in too carefully avoiding the pronoun 'I' which is not much better than its too frequent use. Egotism belongs to substance more than to form: 'We' may express it as thoroughly as 'I'.

A curious use of the printer's technical knowledge appears in the history of the text of SHAKESPEARE. The first edition of SHAKESPEARE (1623, seven years after his death, and called the first folio), although the acknowledged basis of all subsequent editions, was sadly disfigured with 'errors of the press', mistakes arising from the ignorance, haste and carelessness of compositors and proof-readers. A commentator on an obscure passage in SHAKESPEARE may be expending his ingenuity upon what the dramatist never wrote. Many a correction has come to be received by general consent, because manifestly appropriate.

ZACHARY JACKSON, an English printer, published an edition of SHAKESPEARE with comments and corrections. Being familiar with the various accidents to which type are liable while standing, and knowing what errors occur most frequently, he was able to make some pertinent suggestions for the emendation of the text. Had he not ventured beyond his specialty, and attempted literary criticisms which only showed his own lack of poetic interpretation, he would have come off with honor from his undertaking.

N. P. WILLIS has remarked that most writers would be benefited by a few months' labor at 'the case'; it would teach them attention to little details which are essential to perfection. Many an able writer would be surprised and mortified at the just criticisms which his manuscript receives from the compositors. The javelins of

" . . . . the Quarterly,  
So savage and tartarly,"

are no better aimed. Misspelling, misuse or non-use of capitals, misspunctuation or absence of punctuation, are common literary

faults which do not appear in the printed page if the printer or proof-reader does his duty: but it is not uncommon for printers to take further liberties with manuscript that bears these marks of carelessness or ignorance, some times to their manifest improvement; while they are cautious about altering what has evidently been written with care.

Each full page of the *Teacher* has about 3150 separate pieces of metal. It is a curious fact that this average will not be varied by the style or subject of the article. Some invincible necessities seem to preside even over the voluntary actions, so that no man's eccentricities vary certain general averages. In comparing pages of the *Teacher* by different authors, the average of words on a page and of words in a line varies within a narrow range. It is true that an author might vary the average by studiously affecting the employment of sequipedalian vocables more indicative of acquaintance with dictionaries than of vigorous use of vernacular English: what MACATLAY calls 'Johnsonese'. We are not, however, afraid of meeting such articles in the *Teacher*.

Taking for experiment twenty-five lines at a venture from each of the articles in the February *Teacher* by 'A.M.G.', 'E.T.', 'H.P.Y.', and 'W.', and counting the words, we found in the first case 251 words; in the next, 265; in the third, 264; and in the last, 252. The averages of words to the line in these several instances (in units and decimals) are 10.04, 10.60, 10.56, and 10.08. No line had less than eight complete words, and none more than fifteen. The same article which furnished most lines with twelve words also gave most with eight, restoring the average. The general average of words in a line is  $10\frac{1}{2}$ ; or, allowing for the lines not filled out at the end of paragraphs, we may call it ten.

Any writer will find a similar average to govern his writing. Look at any manuscript not written under circumstances tending to disturb the natural movements of the hand, and, taking the average in the manner indicated above, you can easily ascertain the number of words on a page. If written for the press, *of course* it will be free from interlineations and frequent erasures, which might vitiate the calculation. Count the words in some ten or fifteen lines on a page, and divide the amount by the number of lines: thus you obtain the average of words in a line, which multiplied by the number of lines on the page gives the average number of words on a page. If the pages are not uniformly written, the same process must be repeated upon each page. Add the amount of the several pages, or, if the pages are uniform, multiply the average of a single page by the number of pages, and you have the estimate of the number of words in the composition.

Correspondents of the *Teacher* will see by this how to ascertain the length of their articles. Calculate the number of words

as above shown, and divide by 490, the average of words on a printed page, and you have the number of pages; the remainder divided by ten shows the number of lines over even pages. Or, from your total of words cut off the last figure, and you have the number of lines; divide that by 49, and you have the number of pages, with remainder of lines. W.

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#### AUXILIARY COUNTY SOCIETIES.

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MR. EDITOR: If the State Teachers' Association continues to increase in the ratio it has since its organization, it will soon become a vast assemblage, unable to transact business in an expeditious and satisfactory manner. Some measures, then, seem necessary to be taken to prevent the Association from becoming unwieldy in numbers, or burdensome to citizens who may offer their hospitality during its sittings.

I understand that the present Constitution requires its members to be teachers, or friends of education, and each one to pay a certain initiation-fee. The wisdom of these limitations as a basis of membership in the organization of the Association is unquestionable. But the position which it has assumed renders necessary some other basis of membership, or at least of representation. The organization of county societies, auxiliary to the State Association, would remedy the defects of the present system. These county societies should be composed of actual teachers and commissioners. Honorary members may be elected, with powers to act upon committees, to debate, lecture, etc., but without the privilege of voting. These county associations should be represented in the State Convention in proportion to the number of teachers of each county—say one representative to every ten teachers. Delegates should be chosen by the county societies, and on presenting credentials properly certified by the officers should be recognized as members of the State Association. These alone should be allowed to vote in the convention. Thus the republican model of representation would be introduced into the Teachers' Association—a system which experience has proved to be just and most convenient. The action of that body would thus exhibit the popular mind of the teachers of the State, instead of sectional ideas, which the present system may do; and these delegates would carry back to their respective counties the wisdom and spirit of the State Association.

The propriety of such an alteration is evident to many who

attended the late convention at Decatur. A much greater number of teachers convened than was anticipated—in all, about six hundred. Some inconvenience was experienced by the citizens, who strove to entertain all agreeably; while some disappointment was felt by a few teachers, who were obliged to return because they were not provided for on their arrival. Were the plan of representation adopted, the exact number of delegates could be known and places secured; and thus there would be no embarrassment to invited guests, nor mortification to citizens, whose hospitality may unintentionally fail to reach every one.

But a much higher end will be secured. By this plan you hold out much stronger inducements for counties to organize. It proposes to set every county at work; to enlist the 'professors' of the log school-house, as well as the teachers of our best schools and seminaries. If you wish them to enter into your plans of improvement, you must give them an opportunity to speak. It will not do to invite them to the convention to hear only: set them at work, and then let them tell you what they have done. Make each common-school teacher feel, if possible, that his labors will be known and appreciated, and you appeal most strongly for his best efforts. Let him feel that, as an integral part of the county association, his labors will be felt and appreciated in your more honorable body through representatives, and you will both stimulate him to greater exertion and augment the dignity of his humble position. Every county delegation should be called upon to report the condition of education to the State Association. If any county has failed to organize, let one delegate be recognized by the convention till it has organized. By this means every county will be pressed into the work, and their representatives will make you acquainted with every district in the State. If reports by counties become too tedious, let a committee condense a report from the several counties composing a congressional district, and present this; but by all means give us facts. These facts must constitute the history of education in Illinois. By them the true course of action will be pointed out. Statistics instruct and influence wise men; and it is action, *action* among the great body of teachers, we need. The Association should be distinguished for its wisdom. This plan will develop talents at home and enlist strong men in the work. It will do much to put down the spirit of sectional jealousy. So long as a few counties can control the offices or the action of the Association, just so long will the measures of that body be subject to censure, its motives impugned, and injury will be done to the cause. The charge of 'wire-pulling', if not more serious objections, will be common so long as the present system of representation prevails. Let a fair basis be adopted; let every county be or-

ganized into an auxiliary society; and such charges will be regarded as *idle*, as I am persuaded they are now *unjust*.

The benefits of this plan of representation would be important in its results, if it were observed in the appointment of the Business Committee, to whom is assigned the task of presenting the order of exercises. Suppose this Committee has been chosen with reference to representing different parts of the State, as well as for their wisdom and zeal; it is presumed that nothing worthy of attention or of practical utility and interest would be rejected; while, on the other hand, all that was visionary, or local, or unimportant, would not be presented upon the programme. This Committee by such action would save much time and trouble, in withholding unimportant subjects, which, when once before such a body, are often very difficult to be disposed of. Frequently a very few members may succeed in keeping a question before the house, while the majority are opposed, not only to the principle, but even to the discussion. Some times resolutions are passed, as the voice of a convention, which represent the opinions of the minority only. This comes partly because bold advocates can present their schemes in a favorable light, but chiefly because questions are sprung upon the consideration of the house, and action is had before facts and arguments have been fully developed. Many do not vote, believing it better to give a tacit sanction than to object without investigation. All questions and resolutions, therefore, should be presented by a committee after mature deliberation, and a definite time should be set for discussion and action. The greatest number of speakers would thus be secured, and we might expect a thorough development of arguments and an elimination of truth. Nor should it be difficult to obtain the floor in such an assembly. Modest men will not sacrifice their dignity to display their wisdom: they prefer to wrap themselves in obscurity as silent witnesses of the scene, or stay away from the Association altogether, rather than to descend into the arena as gladiators. And though preëminent abilities will sooner or later gain respect, yet good men may be unknown for a long time unless care be taken to bring them out.

It is not unfrequently the case that in such conventions resolutions are adopted which make a change in the school-law necessary. The mere passage of such resolutions by an association of teachers is made an argument why the Legislature should adopt them. Thus our school-law has been altered again and again, till it is almost impossible to keep pace with the changes. We need a good school-law. When it is defective it should be changed; but we need stability in that law. Let the present free-school system be perfected; let it be shown by the teachers to be cheapest and best. This will require time; and let the Association be careful that it does not urge too many innovations till we develop and prove what we have already



secured; lest we find legislation going backward instead of granting new powers and conferring new benefits. It is not legislation, either special or general, we need; nor is it fine speeches, nor fine theories, nor strong resolutions only. We want teachers to enter upon the work in every county; to tell what they are doing and what remains to be done. The organization of county societies will do this. Enlist as many zealous and active men as possible at home, and the State Association will be composed of such. As these delegates come from different parts, they will understand the prejudices of every section, as they do the wants. The tendency to innovations will thus be checked. Each will modify the views and measures of others, and wide extremes will be avoided. These representatives, too, will partake of the spirit of the Association, and carry back the influence of your deliberations to every part of the State.

At a recent meeting of the teachers of Scott county, a constitution was adopted embracing the principles advocated above. We thus ask for admission as a county into the State Association: can we be admitted?

J. L.

#### MASON COUNTY TEACHERS' INSTITUTE.

[THE proceedings in full have been sent to us; but our friends in Mason will please excuse us for epitomizing them, for reasons which will apply to all such cases: first, the formation and proceedings of Institutes are matters mainly of local interest, so far as their details are concerned; second, they are becoming so frequent and so general throughout the State, we are glad to say, that to publish all would take too much of our space. We shall always notice such as we receive, and give more or less of the proceedings.]

In pursuance to a call in the *Mason Herald*, the teachers of Mason county met at the Court-House in Havana, on Monday, December 28, and proceeded to organize a Teachers' Institute. The objects of such an organization being but imperfectly understood, but few were in attendance; yet such as were present came with whole hearts and willing hands, to do whatever lay in their power to further the cause of education in this primitive corner of the enlightened world.

Rev. F. W. INGMIRE was made Chairman, and Dr. J. B. PAUL Secretary.

Two days were spent in discussing various subjects pertaining to education; after which the members proceeded to a permanent organization.

A committee of five was appointed for the purpose of drafting a constitution, and to prepare a series of resolutions.

The Constitution reported was adopted: it provides for semi-annual meetings, and admits any one to membership upon subscription to the Constitution and By-Laws. Funds for its expenses are to be raised by a capitation-tax, unless otherwise provided for. The next meeting is to be held on the first Tuesday of April, 1858. D. T. BRADFORD, President; J. B. PAUL, M. D., Secretary.

Resolutions were adopted—(1) urging teachers, school-officers and friends of education to attend the Institute; (2) inviting ladies especially; (3) that female teachers should be paid for their work; (4) in favor of supplying school-rooms with outline maps, blackboards, and *Webster's Unabridged Dictionary*; (5) on uniformity of text-books; (6) on district libraries; (8) recommending the *Illinois Teacher*. We give the 7th and 9th entire. They receive a unanimous vote in the Editor's sanctum.

(7.) That we deem it the duty of parents, and especially of directors, to visit, frequently, the schools of their respective districts.

(9.) That every teacher should procure and CAREFULLY read some popular work, or works, on their profession, among which may be found 'PAGE's Theory and Practice of Teaching', and 'NORTHEND's Parent and Teacher'.

Essayists are appointed for the next meeting, to write on the following themes: *Normal Instruction, Old-Fogy Teaching, Etiquette in the School-Room, Moral Instruction, Our School-Houses, Vocal Music in Schools, Flowers, Decoration of School-Grounds, and Phonetics.*

STATE AGENT.—We condense below the Report for January of the State Agent, Mr. WRIGHT, to the Finance Committee.

Visited twenty-one schools, delivered sixteen evening addresses, and attended one Teachers' Association. The following places were visited: Hudson and Lexington in McLean county; Franklin Grove, West-Dixon and East Paw-paw in Lee county; Cortland, DeKalb, Sycamore and Johnson's Grove in DeKalb county; York, York-Centre and Brush Hill in DuPage county; Granville and Hennepin in Putnam county; Kewanee, in Henry county. At Hennepin I found a new and beautiful edifice, erected at a cost of seven thousand dollars, for a private school, and labored, not without hope of success, to induce the people to obtain it and establish therein a graded Free School. At Kewanee it was attempted to show that the true interests of Wethersfield and Kewanee, adjacent villages, would be promoted by purchasing the seminary building located midway between them, and organizing in it a Central High School. The stock-holders proposed to give the six thousand dollars already expended, if the two districts would assume the indebtedness—two thousand dollars. The proposition was well received, and has since been adopted. They will soon rejoice in the possession of a first-class High School, free to all whose attainments entitle them to admission. The friends of education have rendered me efficient aid wherever I have been. I have received at different places for the Finance Committee fifty-eight dollars and thirty-six cents.

## EDITOR'S TABLE.

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OUR FIRST THREE NUMBERS.—The January number was necessarily delayed until the first of February: the February number was issued on the fifteenth of the month, and this number will be mailed by the last of February, all things prospering. Thus we have made February a busy month, and issue three numbers in it to come up to time. Our exchanges have not yet had time to reach us after the issue of the notice requesting them to be directed to us at Jacksonville; and thus far we have not received as many renewals of subscription as we were entitled to expect. We hope our friends will not be backward, as we wish neither to print too large an edition, nor to be obliged to reprint any number.

WE call attention to the article on *Auxiliary County Societies*. We do not recollect that the matter has been spoken of before, though a resolution was passed at Chicago (see vol. iii, p. 31, *Ill. Teacher*) referring to society delegates.

WE see that Mr. EBERHART has joined Mr MERWIN in the Editorship of the *Northwestern Home Journal*, at Chicago.

REV. ROBERT ALLYN, late Editor of the *Rhode-Island Schoolmaster*, has become a professor in the Ohio University.

OHIO SCHOOL-HOUSES.—The number erected prior to 1857 was 9,027; number erected in 1857, 570: an increase of over six per cent. Amount expended in 1857 for purchasing school-house sites, \$15,009.21; for building and furnishing school-houses, \$403,268.97; hiring school-houses, \$3,873.16; repairing school-houses, \$61,608.12. Total of school expenditures for the year, \$2,299,917.06.

BLOOMINGTON SCHOOLS.—Mr. WILKINS, City Superintendent, reports in the *Pantagraph*, under date of January 18, that in that city there are 3,123 persons under twenty-one years of age, of whom 844 were in attendance at the public schools. The attendance, as compared with a year ago, has increased 283. The public school-houses have been able to accommodate but half the scholars, and the Board of Education have had to rent private rooms.

PROMPT TO THE WORK.—We see, by an advertisement in the *Alton Courier* of the 16th ultimo, that the Madison county members of the State Association lost no time in showing their increased zeal and interest in the cause by calling a convention of school-officers and teachers and friends of education to form a County Association. This convention meets at Edwardsville, on the 16th instant. We trust the year to come will show us many a local fire burning steadily, kindled from our great central fire at Decatur.

**NEW INVENTION.**—The *Missouri Democrat* publishes a card signed by several teachers of St. Louis, including our friend Mr. J. D. Low, recommending to the favorable notice of teachers a new style of globes, invented, we understand, by a citizen of St. Louis, whose name has escaped our recollection. They are made of cloth, painted and inflated like a balloon. They are said to be little liable to injury, portable, and cheap: it is very easy, too, to have globes of large size; the *Democrat* speaks of one five feet in diameter.

**GIRARD COLLEGE** closed the year 1857 with three hundred and ten orphans within its walls. During the year seventy-seven have been received, and thirty-three bound out as apprentices, after receiving their juvenile education. Its funds are so well managed that an appropriation from the city treasury of Philadelphia was not expended, there being a surplus of \$5,000 returned. Only one boy was expelled during the year.

**NORTH CAROLINA.**—The February number of the *North-Carolina Journal of Education* gives statistics to show that North Carolina is clearly ahead of all the other slaveholding States with her system of public instruction, and compares favorably in several respects with some of the New-England and North-western States.

**OHIO TAXES.**—About one-third of the State tax of Ohio, as we learn from Gov. CHASE's message, goes to the support of schools.

**CIVIC HONORS.**—THOMAS H. BURROWES, Editor of the *Pennsylvania Common-School Journal*, has been elected Mayor of Lancaster.

**THE ENDOWMENT.**—The agricultural press throughout the Northwest are moving in favor of the appropriation of some portion of the public lands by Congress for the establishment and maintenance of Universities in each State in the Union, for the education of the laboring classes in particular, and all classes in general. It is thought there should be some school, or or some department of a school, whose specialty should be to teach the sciences which underlie agricultural and the mechanic arts. But while it is proposed to give the Natural Sciences the 'vanguard' —the lead, it is not proposed to ignore any branch of human knowledge. The Bill now before Congress, introduced by Mr. MORRILL, of Vermont, proposes to give to each State 20,000 acres of land for each Representative and Senator in Congress, for the endowment of State Universities. This would give Illinois 220,000 acres; and this, at a valuation of three dollars per acre, would amount to the magnificent sum of (\$660,000) six hundred and sixty thousand dollars. No project so full of good omens to coming generations has been started within the memory of man. Speed it.

**OTTAWA.**—The people of this thriving town are agitating the question of building two more new school-houses, at an expense of over \$30,000.

**ROCKFORD.**—This growing city is peculiarly fortunate in her location—more beautiful than almost any other in the State, fortunate in her people, and fortunate in her schools. The two finest public-school edifices in the State belong to Rockford. In one of these Mr. O. C. BLACKMER presides, assisted by a corps of twelve teachers. The past term there were five hundred and seventy-four pupils in attendance. In the other Mr. LYON presides, assisted, also, by a corps of twelve teachers. The number of his pupils, the past term, was six hundred and sixty-six. This is the footing-up at the close of

the first session in the new buildings, and it certainly looks well. Messrs. BLACKMER and LYON are men of scholarship and experience, and we are prepared to hear a good account of the common cause in the metropolis of Winnebago county.

AN ITEM.—An old friend of ours, away up in McHenry county, says: "One of our school-directors can not read, or even write his own name, and made a great cry because the other directors agreed to pay me the enormous price of thirty-five dollars a month, when teachers could be had for twenty dollars and teach every other Saturday, which I would not do. The storm is past." Of course it is; and I presume friend HINMAN, the fractious director, will be the first man to brag over the success of *our* teacher and *our* school.

NATURAL HISTORY.—At the late meeting in Decatur the Principal of the Normal University and the Editor of the *Teacher* were requested to call a convention to form a society for the promotion of the study of Natural History in the State of Illinois. Since that time considerable interest has been manifested, and many letters from prominent Naturalists have been received. We suggest that said convention be held in Bloomington, April 1 and 2.

INTERNATIONAL COPYRIGHT.—The *New York Daily Times* says that there is some prospect of an International Copyright arrangement being come to between Great Britain and the United States, upon a basis proposed by Mr. GODERICH, as follows:

1. An Author, being a citizen of Great Britain, shall have copyright in the United States, for a period not exceeding fourteen years, on the following conditions:

2. He shall give due notice in the United States of his intention to secure his copyright in this country three months before the publication of his book, and this shall be issued in the United States within thirty days after its publication in Great Britain.

3. His work shall be published by an American citizen, who shall lodge a certificate in the office of the Clerk of the Court of the District where he resides, stating in whose behalf the copyright is taken, and this shall be printed on the back of the title-page.

4. The work shall be printed on American paper, and the binding shall be wholly executed in the United States.

5. This privilege shall be extended only to books, and not to periodicals.

6. The arrangement thus made in behalf of the British authors in America to be extended to American authors in Great Britain, and upon similar conditions.

STATE GEOLOGIST.—Gov. BISSELL has removed from office Dr. NORWOOD, who has held the place of State Geologist for six years, on the ground of continued neglect of duty. The law requires annual reports from him, and \$35,000 dollars have been spent in survey; but Dr. N. has presented hitherto no report. Just before his removal he sent to the Governor a report on *Coal-Fields of Illinois*. He says:

Illinois is not one 'great coal-field', as has been represented in maps and geological reports made previous to the commencement of the State Geological Survey. While it contains within its borders more coal than any State in the Union, with, perhaps, the exception of Pennsylvania, the coal does not rest in one great basin. So far as the State survey has thrown any light on the subject, it has been found that the rocks beneath the coal-measures, instead of showing a nearly horizontal section from east to west, as was formerly believed by some of our geologists, have been in reality as much disturbed by internal convulsions as those of any volcanic district in the United States.

CHRISTIAN COUNTY.—The Teachers' Association of Christian county was formed at the meeting at Pana, January 29 and 30. The times and places of meeting are left to its Board of Directors. Thirty-four persons became members at the adoption of the constitution. Many interesting subjects were discussed. A committee of five 'Editors' was appointed to fill the space given for educational purposes in the county papers; two of these are ladies. A committee of five are to visit or cause to be visited all the common schools of that and adjoining counties. A resolution was considered advising the Legislature to require all school-teachers to be examined once in six months. Whether the mover of the resolution was in earnest we know not: if so, we suppose he wants to get a chance as often as possible at incompetent or non-progressive teachers.

We thank our friends for their attention to the pecuniary interests of the *Teacher*, resulting in twenty-five subscriptions. The Association is to meet again, at Pana, Friday, March 19.

The *Pana Herald* says:

Prof. GUNNING remarked that he had visited many Teachers' Associations, but never saw one conducted with so much energy and spirit at the commencement as this.

SCHOOL-COMMISSIONER OF HENRY COUNTY.—The papers of Henry county are publishing a report of the state of schools in that county by S. G. WRIGHT, the School-Commissioner, and M. N. MILES, his deputy. The examination is thorough, extending to all schools. We give a sample of it:

18. *School near the railroad, in T. ... N., ... E., some three miles from ....., taught by .....; for the fall term she had but \$12 per month and board herself, but this winter she expects \$19, and surely she earns it. There are 24 scholars, but many of them belong in Bureau county. They scatter in from 9 till 12 o'clock. I never witnessed such tardiness in any school before. But I can not so much blame them, for the house is the most desolate, forbidding place I have ever seen used for a school in winter. A large share of the plaster is off, so that the house must be intolerably cold in severe weather. The seats are rickety and inconvenient, and it must require the patience of Job to get along with all these annoyances. The teacher, however, is doing well, and is worthy of much praise. It is hoped the directors will stir around and fix up the room, so as to render it attractive to their 'young hopefuls'.*

19. *School four miles north of ....., T. ... N., ... E., taught by ....., at \$27½ per month and boards himself. He has 44 scholars. This is a log school-house, but quite comfortable, though finished in the old style, viz: boards fastened against the walls for desks, and loose benches for seats. They have no table, desk, or chair, for the teacher, and, worse than all, no black-board! Punctuation and sounds of letters have been sadly neglected, but I think will be carefully attended to hereafter. I saw more of whispering, chewing gum, and play, than is usual. All these, however, will be corrected, for they have an ambition to be found among our best schools. The older scholars appear studious.*

Mr WRIGHT (well named, for he is a workman) blames sharply, but he also praises liberally when he can find opportunity. A similar visitation and report through the papers in every county in the State would be the most powerful method—we purposely use the superlative—the most powerful method of drawing universal attention to the state of education at home. We observe a similar report in the *Naperville Newsletter*, from CHARLES SMITH, Commissioner of DuPage county.

THE *Michigan Journal* has in its 'Youths' Department' questions designed to lead the young to observe common things and think of reasons for them. Here are four, from the January number, which will puzzle many common school-teachers:

1. Why does a blazing fire smoke less than one that does not blaze?
2. Why is the flame of a lamp transparent just above the wick?
3. Why does blue paper look green by candle-light?
4. Why do substances lose their color as it grows dark?

THE *Massachusetts Teacher* completed its tenth year with the last issue in 1857. The first year it had but 250 subscriptions; now it has over 2000: of these, three hundred are taken by the State, to be distributed among the school-committees of the towns. The retrospective article in the January number was written by one of the originators of the journal, who very modestly congratulates its readers upon the results of its decade of labors. This number is an excellent one: it has a report of the Proceedings of the Massachusetts Teachers' Association, with extended reports of speeches and discussions; it has, also, a short sketch of the life and labors of HENRY BARNARD, LL.D., and is adorned with a steel-engraved likeness of him

MR. SHERWIN, of the Boston High School, in a discussion during the late meeting of the Massachusetts Teachers' Association upon the subject of keeping records of the attendance, deportment and scholarship of pupils, related an interesting circumstance. A gentleman called upon him to ascertain the character of a person who had been a pupil in his school, and who was then suspected of a flagrant crime. The daily record was produced, and spoke in his favor: he had maintained a good character while in school, and the contemplated arrest was not made.

'E.W.R.' (in *Conn. Common-School Journal*) says, "Might not a chapter of methods and suggestions, practical and useful, frequently in the *Journal*, be of much service to the mass of our teachers? Will not the best teachers take the hint, and divulge, particularly their own original methods?" For the *Illinois Teacher* we take this occasion to say that we have been intending to enrich our pages with such matter during the coming year,—if we can get it. Our own methods have been improved by visiting schools and taking hints, and we know that both we and our readers—yes, all of them—can learn something more in the same way, or by having suggestions through our educational journal.

THE publication of the *Wisconsin Journal of Education* is transferred from Racine to Madison. A. J. CRAIG, Palmyra, Resident Editor.

THE *Michigan Journal of Education* with the January number enters upon its fifth volume. The State subscription the past year was for 3662 copies, at 60 cents; but the State Superintendent of Public Instruction has this year declined to renew it, giving as a reason the condition of the State Treasury. The State Teachers' Association unanimously resolved that they did not consider the reasons given satisfactory. The *Journal* begins with but 300 subscribers, but confident that the teachers of the Peninsular State will themselves atone for the loss from the lack of the State subscription.

WE call the attention of those having occasion for works on *Botany* to the advertisement of MOORE AND NIMS. Of *Wood's Class-Book* it is sufficient to say that it is highly recommended by Prof. HITCHCOCK, by HENRY WARD BEECHER, and the *American Journal of Arts and Sciences*. We are satisfied upon having their opinion.

## BOOKS AND PERIODICALS.

- I. SARGENT'S SCHOOL MONTHLY. Boston: EPES SARGENT, Editor and Publisher. \$1.00 a year. Vol. i, No. 1, January, 1858.
- II. STUDENT AND SCHOOLMATE, AND FORRESTER'S BOYS' AND GIRLS' MAGAZINE; a Reader for Schools and Families: JAS. ROBINSON & Co., Boston; CALKINS & STILES, New York: \$1.00 a year. Vol. v, No. 4, February, 1858.
- III. MERRY'S MUSEUM, WOODWORTH'S CABINET, AND THE SCHOOLFELLOW. J. N. STEARNS & Co., New York: \$1.00 a year. Vol. xxxv, No. 2, February, 1858.

We notice these juvenile magazines, which come to our table in exchange, with great pleasure. The first named is the newest applicant for popular favor, though beginning its career with an assured circulation (we are told on the cover) of ten thousand copies; the others are conquerors of the field for years, and their titles show that the strength of vanquished rivals has been their trophy. Success in this field is by no means easy, so that a certain consideration and respect is due to the very fact of permanence. While we hail the rising star in the East, we also admire those whose altitude has long been manifest.

These magazines have of course some resemblances. They are well illustrated with fine wood-engravings, and well printed, having a variety of short articles, which combine interest, instruction, and good morals. The *Student* and the *Museum* have each a department devoted to puzzles, enigmas, charades, and similar amusements, and in the latter we find occasionally juvenile songs.

The *School Monthly* and the *Student* are prepared with especial reference to use in schools. They contain articles prepared for declamation; those in the *Student* are marked by Prof. RUSSELL with marks for emphasis, tone, inflection, and gesture. We can not say that we admire or approve all these minutiae of instruction, being more than doubtful of their utility. To us they seem too much like the minister's notes in the margin of his sermon — 'cry here'; but teachers can derive good hints from the directions. At the close of articles in the *School Monthly* we observe notes giving directions for the pronunciation of words, some definitions, and suggestive questions in geography and history.

These magazines are all *good*, and we should be glad to know that their faces appear in every school in the State. We designedly say '*their faces*'; for all tastes are not alike, and while the teacher might prefer one, he would be sure to find his pupils making different choices. The *Museum and Cabinet* is more likely to please the youngest pupils than either of the others. Nor will we forget GRACE GREENWOOD'S *Little Pilgrim*, which does not come to our table, but was advertised on the cover of our December number. The price of it is but fifty cents a year, and less to clubs.

Teachers ought to take an interest in getting juvenile periodicals into circulation in their schools. If you can interest your pupil in reading — in any kind of unobjectionable reading, — you gain an essential step in his education. If you excite his curiosity by a riddle or a puzzle, you may easier set him to study a problem. From story he will pass to history. We hope that these suggestions may lead to active effort on the part of our educators in Illinois. If these periodicals are not taken by any of your pupils, so that you can not obtain specimens to use in canvassing, send to the publishers, who will willingly furnish you. Interest some pupils in making up clubs; they may be better canvassers than you. We speak from experience, having done just what we recommend.



# ILLINOIS TEACHER.

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## A SCHOOL-HOUSE ON FIRE!

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It is said—we know not with what accuracy—that three thousand school-houses were built in Illinois during the past year. Many more will be built during the coming season; not a few of them will be large and costly structures, designed for the children of a generation. Who can measure the importance of the manner of planning and building these houses? As teachers read the question they will most naturally think of it as affecting their own comfort and success in their special labors; but the tenderer relations of parents will bring to their minds the welfare of those dear objects of affection and of family pride, hope, and joy, who are to spend so many hours within those walls. The structure of the school-house affects the whole community.

Designing not to interfere with the theme of 'A.M.G.' or to anticipate any thing that is to appear in his articles on 'School Architecture', I am, nevertheless, led by events of the winter to interpose a word which may be in good season for the school-houses that are to be built this year. In the Eastern States several school-houses have taken fire during school hours. In one instance the panic-stricken children rushed from their rooms in wild confusion and uncontrollable terror, and on the landing of the stair-case became thronged and wedged in and piled up: some were suffocated and others trampled to death. One father living in the neighborhood, coming to the rescue, lifted from the heap of sufferers more than forty children, and at last drew forth the corpse of his son.\* A year or two since, in the Green-

\* On the 19th of January, 1858, a female teacher in the Navy Street Public School, No. 14, Brooklyn, during the afternoon session of the school, discovered that the house was on fire, and took measures to dismiss her own scholars (girls) and give notice to others. But a little girl, seeing what was the cause, cried 'fire!' and the alarm spread through the house. Neverthe-

wich Avenue School-house, New York, a still greater calamity occurred, in similar circumstances, when the stair-railing yielded to the pressure and scores of children fell down the well-hole. Many a saddened home will long remember the bloody horror of that day; many a disfigured form, many an injured limb, many a scarred face, will bear life-long testimony against the architect and the building-committee who had not forethought and foresight to make such a disaster impossible. One such catastrophe in a century should be sufficient. The flames of the burning of the Richmond Theater in the Christmas holidays of 1811, when seventy-two persons, the flower of the city, met a dreadful death in flame, and smoke and throng, should be a beacon light of fearful warning.

Every teacher, every school officer, and every parent, in a district where a school-house is to be built of more than one story, should see to it that a few points of great importance are thought of.

1. Houses should be so built as to be free from danger of being set on fire by stoves or furnaces. Pipes and flues should not pass near woodwork, nor have any opening to allow of the escape of sparks. It has happened that a rafter placed in contact with a brick chimney has been kindled by it in cold weather when the fires were very hot. In the Navy Street case it appeared that the hot-air pipes passed within two inches of woodwork; and as a person living near smelt the odor of hot pine daily for two or three days before, it is probable that the fire began with that woodwork. Some insurance companies require

less, the girls were got out safely. The boys of the primary department rushed pell-mell down stairs. The foremost fell on the first landing; those behind fell upon these, until the passage was completely blocked up; a witness before the inquest testified that the pile of children was eight feet high upon the landing; these were little boys, from five to ten years of age. Mr. WALCOTT, the principal, pressed forward to extricate them, but was himself in imminent danger of being pressed to death. Scores of little fellows lifted their hands and cried "Oh! Mr. WALCOTT, save me! save me!" Men rushed up from below and vainly tried to draw those whom they could reach from the weltering mass. Mr. WALCOTT extricated a few near him and passed them over the banisters to those in the entry below: and thus began the relief. Seven were taken out dead, and others insensible. One hundred and fifty were banded over the banisters by Mr. WALCOTT, aided by boys of the grammar department, while others were dropped from the windows to eager hands below, the lady teachers rendering great assistance. There were 800 pupils in the building, 300 being in the boys' primary department. In the course of fifteen minutes from the first alarm the building was cleared: though after the stairs were cleared the little fellows were so paralyzed by terror that they had to be taken out. The house was well built; the stairs were wide, but it appears that they had a turn in their course from the second story to the ground floor, and on that landing the fatal stumble of the foremost occurred. The wild excitement that spread with the news and the frantic rush of agonized mothers toward the spot is indescribable. The fire is supposed to have originated in the furnace-flues, in the building of which, however, great care had been taken.

four inches space between woodwork and a stove-pipe. A stone-ware collar in a lath-and-plaster partition may not be safe.

Stoves should be set firmly, on a hearth of brick. We have seen a stove in a school-room set up on bricks to eke out the feet, which was thrown over accidentally, vomiting flames and smoke and scattering coals. Stoves are at best rather dangerous for girls' rooms, as their clothes are easily set on fire.

2. Still more important is it to take care that in case of any accident, of whatever nature, each single room and the whole house can be rapidly and safely emptied. In case of panic, the self-possession, promptness and strong will of the teacher and habits of obedience on the part of the scholars may marshal the pupils in ranks and make them march between hedges of danger, as Israel walked through the Red Sea between watery walls. But these forces may fail, or be absent, and are never reliable, especially with young children, and, we must add, with female teachers as we generally find them, too young and inexperienced to exert such power of control. What teacher can think without a shudder of two or three hundred pupils hurrying with alarm from the second and third stories of a large district-school-house, with no exit but a simple winding stairway, down which he would fear to hurry, even alone, with life as the stake calling for straight way and sure footing?

Facility of exit is too little thought of in all our public buildings where great congregations assemble. From my window I can see a large church, built by a professional architect of reputation, in which a person leaving his seat on the main floor has to turn six times before getting out of doors; if his seat is in the gallery, nine times. I could not but admire HENRY WARD BEECHER's church in Brooklyn, which has four large and independent entrances: two thousand persons could safely leave the house in three minutes.

So it should be in our school-houses. Let their doors be liberally wide; let their entries and halls be broad; let not your architects, to save a little room and cost, thrust the stairs into a corner, or twist them like a corkscrew. It is a poor economy which saves money, but claims an interest on the scantier investment to be paid in sorrow and blood and young human life. "A prudent man foreseeth the evil and hideth himself; but the simple pass on and are punished." W.

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THE art of recommending good books and of leading on from one book to another is one of the most useful qualifications of a teacher. One use of colleges is that they direct and systematize reading.

MASSON.

## N O R M A L   S C H O O L S .

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THERE is a necessity of special preparation on the part of the teacher for the duties of his profession. This necessity is evident from a consideration of the importance of the work which the teacher is called upon to do and of the material upon which he is to operate. He is to operate upon the most complex as well as the most noble of the CREATOR'S work, so far as we know,—that is, upon the human mind. In thus operating upon a material so inexpressibly valuable, he incurs a responsibility from which man may well shrink. But not only is the material on which the teacher works valuable beyond the power of speech to express it, but the work he is called upon to perform is of the most important kind: he is to enlarge, improve, develop, the intellect; to purify, to refine and to exalt the moral nature; to repress the evil that he finds lurking in the soul—the germs of what will be, if allowed to grow, the loathsome weeds that shall mar the beauty of that which at its creation was pronounced good. Can a function more important be undertaken by man? Is there any occupation which imposes greater responsibility? It would seem to be impossible. And what is the inference? To a rational man but one inference seems possible in respect to the preparation which those entering upon such a work ought to make, and that is, that it should be of the most thorough and of the highest kind possible; that it should be made with special reference to the nature of the work, and that the general culture which aims only to form the man or the scholar is not sufficient.

This necessity may be further inferred from a consideration of the course pursued in other occupations. Every where we find a special preparation required wherever the work to be done is important or difficult. Indeed, it is required in many occupations where one would think no skill necessary. In all the professions, so called, this requisition is almost rigidly enforced, as well as in the mechanic arts; and even in the lowest and most menial services something akin to it is demanded. Is the art of the teacher an art so peculiar in this respect as to differ from all others? Have we here a general principle to which the school-master's function is the sole exception? One would think that the exception would be found, if found at all, in some of those meaner pursuits which are concerned about unimportant and comparatively worthless material, and in which the work to be performed is of little consequence. It surely

can not exist in that art which proposes to effect the noblest results upon the most precious substance known to man.

A careful study on the part of the teachers of the philosophy of their employment, before entering upon its duties, would give them a higher degree of culture and refinement than they are likely to possess without such study; for a man is cultivated, other things being equal, just so far forth as his higher intellectual powers are developed and employed. And surely, he who does his work in the light of general principles secures a much better training for his reason and his other nobler faculties than he who plods on as a mere empiric. Slavery to routine begets unmanly eccentricities: and hence it follows that our profession has furnished the novelists with their Dominie Sampsons, their Squeerses, and Ichabod Cranes. The non-employment of the higher powers of the soul belittles the whole man, by enthroning the minor faculties of his mind—on the well-known principle that exercise is necessary to the healthy growth of every faculty.

Again: The adoption of this plan would tend to produce cultivated teachers in those schools that most need them—namely, the primary schools. For several reasons, the teaching of such schools demands more skill than that of any other grade. But so long as it is considered sufficient for the teacher to know *what* he is called upon to teach, without any knowledge of the *how* and the *why*, just so long the teacher of the primary school is likely to be the least accomplished of any; for it requires no extravagant amount of intellect or culture to make straight marks and pot-hooks, or to go through an automaton performance on the multiplication-table. But require the primary-school teacher to study the science of education, and she at once becomes another being. To meet this demand she must, perforce, become a reading and cultivated woman.

Other good effects will follow the practical adoption of the principle contended for. Such adoption would destroy the devotion to mere methods of instruction, by substituting general principles in their places; it would tend to protect the community against imposition on the part of undeserving applicants for situations, by furnishing a ready test of the quality of the instruction given to their children; and finally, it would assign to moral instruction the importance which properly belongs to that now neglected department of education. But those twin abstractions, time and space, forbid us longer to dwell upon this part of the subject.

The teaching in Normal Schools should be thorough, logical, accurate. As to its extent, it should embrace the Science of Education, the Art of Teaching, a thorough and extensive acquaintance with English Literature, together with such other studies as it may be necessary for its pupils to become acquainted with. But the three first mentioned are indispensable; the first

two for reasons already urged, and the third because every teacher should possess literary culture,—should have something to stamp him as a gentleman and a man of culture, and to distinguish him from a boor or an ignoramus. Above all, the school should foster a spirit of enthusiasm in the work of teaching, and of self-sacrificing devotion to it; for thus only can that noble ideal of a teacher be attained which every member of the profession should strive to realize.

[We regret that we can not give our readers the whole of Prof. EDWARDS's admirable address, of which the foregoing is a very brief abstract, and wholly fails, as all such abstracts must, to convey a just impression, to those who did not hear the address, of its signal ability and interest.

The address was delivered before the Illinois State Teachers' Association, at Decatur, Dec. 30, 1857.]

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## SCHOOL ARCHITECTURE—NUMBER II.

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THERE are few minds in which the perception of the beautiful in nature and art may not be highly cultivated. To possess such cultivation is an object of no small importance, since some of our most delightful emotions may be attributed to this source. He who sees a beauty in every thing around him lives a charmed life—a life of exquisite and oft-recurring pleasure.

The early associations of life often determine the character of the life itself. First impressions are indelible. Next to the recollections of the 'old hearth-stone' and its surroundings is the school-house with its long train of memories. Happy is he who, in the contemplation of the past, can perceive in the school-house, which stands at the bottom of the Hill of Science of which poets sing, any thing more than a little, low, dingy, defaced prison-house, whose exposed and unsightly situation is only equaled by the appearance of its cheerlessness and discomfort within. Happy is he who, when a boy, could pass its precincts unobserved and refrain from a tribute of feeling which dismantled the chimney, demolished a clapboard, or shattered a pane of window-glass. The spirit of destruction seems to possess our American youth, so that there are very few school-houses in the country, from the highest to the most humble, that do not bear the most significant indications of its presence. Why is this so? Is this the American idea of education? One would almost conclude that it is, from the universality of the evidence. How

can this disposition to deface and destroy, which seems so much an American vice, be changed, and a love for the beautiful, with the disposition to preserve and protect, be inculcated in its stead? We will endeavor to show, in part at least, how it may be done.

The first necessity, in the order of time, connected with the erection of a school-house is the choice of its *location*. The prominent ideas attending a location are its central position, accessibility, healthfulness, and last, but by no means the least important, the natural advantages of scenery or the means for its improvement. The first two are generally deemed the most important by those who are interested, and the last two are in a great measure if not entirely neglected. Other things being equal, a central location and ease of access to all are not to be disregarded, but, in comparison with the advantages securing health, comfort, and beauty, should receive but little consideration.

The peculiarity of surface that distinguishes our State does not give the opportunity to select from a great variety of locations. Often has our heart gone out in sympathy to the teacher and children when we have beheld a school-house on the wide prairie, unsheltered from the Winter's winds, unprotected from the Summer's sultriness, and unsurrounded by any thing that could charm the taste or cheer the mind. Much more have we pitied those whose intellectual wants must be supplied in a place so near the slough or swamp that in the effort to improve the mind the poor body would be shaken out of comfort and comeliness. We have been taught that the beginning and the end of true education secured a 'sane mind in a sound body'; and we leave it to those interested to determine how far a good location of the school-house is necessary for the accomplishment of this object. Who can wonder that the memories of the school are so often mingled with much that is painful, since the sunny hours of life were clouded by such associations? Who can wonder that a destructive disposition should be fostered where there is nothing to delight the eye or captivate the heart?

The esthetic element of education should receive more attention than it generally does. No one can estimate its importance.

"To make the cunning artless, tame the rude,  
Subdue the haughty, shake th' undaunted soul;  
These are the triumphs of all-powerful beauty."

Its cultivation not only serves an admirable purpose in the government of the school, softening and refining teachers and pupils by the best of moral influences, but it serves as a direct preservative, a positive insurance, upon all property, public and private, in the community. Teach the pupil to love and admire any thing, and he will not deface or destroy it; teach him a love for the beautiful in and about the school, and he will love the school,

if for nothing more than the beauty connected with it. But how shall the work be commenced? Let those interested secure a suitable situation for the school-house; if in a village or town, let it be retired and surrounded by a large lot—an acre if possible; if in the country, not less than an acre of ground should be inclosed. Let the ground be surrounded by a neat, strong fence. If there are trees already on the premises, let them be carefully preserved. But the question will be proposed, Will not the fence be pulled down and the trees rooted up? In answer, we will state what we have seen, as facts are more reliable than theories: In a village of 3,500 inhabitants the ‘High School’ was, in mild terms, a public nuisance. The school had almost become a terror to the neighborhood. Windows were broken, fences pulled down, and the vicinity rendered so disagreeable and dangerous that citizens residing near the school desired to sell their property. One cause of this state of *education* was, that an old worn-out church had been bought, in a fit of economy, for the school. It was old, dilapidated, inconvenient, uncomfortable, and unhealthy; there was no beauty or comeliness in it or about it. A new teacher was selected to attempt a reform—and certainly the house and the school were fit subjects for a teacher’s best efforts. His first lesson was, “Boys, this house is a disgrace to the town, the teachers, and to *you*. It is your house—our house. Can *we* not improve it, make it neater and more tasteful? Can *we* not go to the woods and procure trees to shelter and beautify the place? Girls, can you not assist, and give us rose-bushes and shrubbery to ornament the yard?” The trees were procured and planted, the shrubbery set, and they watched ‘*our trees*’ with jealous care. The roses budded, bloomed and died untouched, though by no means uncared for or unseen. The Spirit of Beauty began to dwell there, and thus was the *nuisance abated*. The school was subdued. The Spirit of Beauty still dwells in the place, and now more than 600 children and youth are gathered every day to admire a noble, new building, handsomely furnished, and feel a pride in more than a hundred shade-trees of many varieties, in shrubbery of the most ornamental kinds, all planted by themselves in ‘*our school-yard*’. They love the school and its surroundings because it is beautiful; “*we helped to make it, and it is ours.*”

If our prairie school-houses were set off the public road, in the midst of a lot, neatly fenced in, they could be handsomely ornamented, without any additional cost, by the children and youth of the district. A half-pint of locust-tree seed would plant a grove that would furnish fencing-posts after the first fence had decayed. In addition to these, some acorns, hickory-nuts, white and black walnuts inserted here and there, if young trees could not be procured, would soon form a thrifty grove to give variety and interest to the place. What child is there who would not love the school if his own efforts had contributed to



add to its beauty and comfort? And what child seeing the pleasing effect of such a care would not carry his taste and cultivation to the improvement of his prairie home? Thus the lover of the exclusively *practical* may learn that there is 'money to be made' in cultivating the tastes of children.

If 'he is a benefactor to the race who causes two blades of grass to grow where but one grew before', then we hope our teachers and directors will so use their opportunities as to merit the noble title.

A. M. G.

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### IMAGINATION IN TEACHING.

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EVERY attribute of mind is stamped with divinity. Each was given for high and noble ends. All declare the immortal destiny of the soul. All are capable of eternal expansion.

But, of all the endowments of finite intellect, none approaches so near to creative power as the imagination. This is the ethereal plumage of the mind, subliming it away from the storms and doubts and mists of the present and the actual, to that stormless and cloudless world, where truth and love smile on in eternal beauty; where semblance and reality are united in bonds that shall endure for ever. It is the jeweled finger by which the dejected soul is ever directed from the sombre wastes of the past and the perished hopes of the present to the glory-tinted skies of the future. It is the mystic wire along whose path the lightning flashes of the spirit are telegraphed from earth to heaven. It is to the understanding and reason what the slight rapier is to the huge bludgeon. It does not bruise and batter with the iron shock of logic; but, nimble and elastic as the spring of thought, its feint and thrust and parry are often an overmatch for the more ponderous weapons of intellectual war, though never so cleverly wielded. Bitter and deadly as the bite of a scorpion when its anger or vengeance is kindled, gentle and soothing as the wail of an Eolian harp when its love or compassion is aroused, the imagination is a tremendous power for good or evil.

Mind acts upon mind chiefly by communication of sympathy. It can arouse no emotion if it feels none; it can excite no sympathy if it exhibits none. To move, it must first be moved; and just in proportion to the strength of its own emotions will be the degree of sympathy it will excite. Hence the imagination becomes highly subservient to the purposes of instruction. It

is true, it may mislead; it may furnish analogies failing in some respect to meet the subject; it may be, and often is, the most powerful weapon ever wielded by sophistry, but it is none the less efficient in the hands of truth. It furnishes the mind with specific examples to illustrate general truths. Such is the nature of the mind that it can not reason but from examples or symbols. Place any proposition before any mind, in which it can not recognize an example or symbol, and you involve it in the confusion of chaos. Much of the field of truth can only be surveyed through the medium of the imagination. We can reason only from what we know; and we can not know anything which is not immediately appreciable by the senses, except through conceived analogies or resemblances. We can have no notions at all of mind except as we conceive of it through the medium of matter.

The imagination furnishes reason with illustrations appreciable by the senses, and therefore understood alike by all who have the common endowments of mind. By its dramatic power the positions and deductions of reason become living and acting signs. With a painter's hand, it presents truth in every variety of light and shade. With the gleam of lightning it flashes across the darkened understanding, and the mists and fogs are swept from reason's dusky brow. It speaks, and its omnipotent mandate calls up new and complex creations, from which to collect ideas and gather materials of thought. The imagination aids in the work of instruction, also, by enabling us to shorten the modes of expression. Those ideas are generally the most forcible which are expressed in the fewest words, and those conclusions have the most weight which are arrived at by the shortest course of reasoning. Like friction in machinery, every diverting circumstance that comes in between premise and conclusion detracts from the effective force.

The imagination serves also to render the conception of truth more clear and definite, and is thus a powerful auxiliary to the teacher. As the objects of a landscape when viewed by night present nothing but rude and undefined shapes, from which, perceiving in them neither beauty nor order, the mind turns away unsatisfied; so those truths make but little impression which are but imperfectly conceived. The imagination dispels these dusky shades, and exhibits each object to the delighted mind with the most perfect symmetry and beauty. It speaks in a language the most familiar, and therefore the best understood. It summons up the common incidents and relations of life and bids them reiterate the truths they have so often taught. It speaks through visible objects, and the senses as well as the understanding respond to the thought it conveys. It describes, and in its descriptions we behold living and glowing realities. In what consists the almighty energy of some portions of that Book which speaks as uninspired man never spake? In what,

aside from its divine character, so much as in the clearness of conception which its imagery affords? It is not the imagery itself which enchains the mind: the figures are utterly lost in the splendor of the thought reflected from them. We view truth through imagery, as objects through a telescope, forgetting the beautiful instrument that assists us in the survey.

How grand and mighty is the play of a fervid imagination, when stimulated by an earnest and noble purpose, and guided by the strong arm of reason and will. How it cuts the web of sophistry, darts through the tangled mazes of theories and hypotheses, and shines full and clear upon the great central truth involved in the subject. It speaks the language of passion, and seldom fails to strike a responsive chord. It has power to agitate or assuage, to temper or inflame. Like the magic of music, there is no emotion it can not excite, no tumult it can not tame. It strikes a jarring note, and ten-fold darkness clouds the brow of wrath. It wakes a tender strain, and vengeance relaxes his iron purpose. It presents one picture, and the eye of courage loses its fire; another, and the fury of desperation nerves the faltering arm. It is the soul that speaks, and it reaches the soul. It is the burning language of emotion that is heard, and it touches the heart. It is the omnipotence of reality and truth that directs the appeal, and its mandates must be obeyed.

I know that this view of the relation of imagination to successful teaching will be regarded by some, perhaps by many, possibly by all, as wild, whimsical, and even absurd. In the catalogue of intellectual endowments essential in the successful teacher I should, nevertheless, place this among the first. I have never yet known a man of strong, inspiring power as a teacher, in whom this element was not prominently developed. On the other hand, I know of several men in our profession, of fine scholarship, of unsurpassed ability as disciplinarians, of pleasant address and genial manners, whose classes are always dull and spiritless, because not electrified by the magic of this power in their teacher. Dry bones are interesting to few besides the anatomist or the antiquary—least of all to children and youth. It is the province of the faculty under review to redeem the driest study from utter sterility; to breathe new life into the dead forms of grammar and logic; to make the plumed and crested heroes of elder story stand forth in panoply again for battle; to open the ear of the soul that it may hear the words of the wise and good who lived in the morning of time, as they come sounding down the centuries to instruct and bless the world; to robe myth and legend and song with the attributes of the historic or philosophic muse, and to throw over the whole the rosy light of its own fresh and transforming beauty.

There is no subject of study, not even in the severest departments of mathematics or metaphysics, which does not at once acknowledge the presence and influence of such a power in the

teacher. The fifth book of EUCLID, in the hands of such a man, will be studied with more interest than the 'Retreat of the Ten Thousand' or the sixth book of VIRGIL, over whose splendid pages some dullard pours the 'leaden rain' of his own critical stupidity.

It is difficult to over-estimate the importance of early impressions in matters of taste and study. The conception first formed in the mind, of a character, a book, or a science, can with difficulty be removed or changed. In those studies, especially, which address the higher faculties of the soul, it is of the first importance that first teachings be of the right kind. I will not say that this work of elevating the taste and forming the judgment upon right models is the highest function of the teacher: but surely he who has felt the strange transforming power of such a mind; who has been led to see beauties where he saw none before; who has seen the dreary waste of formula and paradigm suddenly become radiant with beams of that 'glory which was to be revealed' through them; who has learned to seek and find, and finding to love, that omnipresent impress of the FATHER'S face smiling sweetly in all his works; who has been enabled to rise from type and symbol to the conception of those profound truths of which trope and metaphor are but the drapery; who refers the dawn of a new and higher life to the indirect but glowing lessons of wisdom and beauty flung from the lips in some moment of impassioned transport;—surely such a one may be pardoned for thus exalting the value of a cultivated but affinent and glowing imagination, as a powerful auxiliary in the achievement of the true mission of the teacher.

ARIEL.

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## THE READY RECKONER.

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BY DR. SAMUEL WILLARD.

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WHEN a pupil sees his teacher or an accountant rapidly adding a long column of figures or performing easily any of the primary operations of arithmetic, it excites an almost envious admiration as he contrasts it with his own tardy reckoning. "If I could only do like that!" He thinks such facility the crown of arithmetical science and art.

Yet no distinction is more evident after fuller experience than

that between the ready reckoner and the expert arithmetician. Says Mr. ROBINSON, after the consideration of the ground rules of arithmetic, "Those persons who are quick in what precedes may very properly be said to be quick *at figures*, though some such persons may be very unsuccessful in future progress, as that will depend on a *philosophical* rather than a numerical turn of mind. A good reasoner can always be a good arithmetician; on the contrary, one may add, subtract, multiply, and divide, with the rapidity of intuition, and if [he is] not a quick and sound reasoner, quickness of operation will only make weak logic the more glaring. It is a mistake to suppose that long practice is most essential to make a good arithmetician." He adds an illustration of fact. "ZERAH COLBURN astonished the world by his numerical power of computation, but it was mere computation. He was a very indifferent arithmetician, his reasoning powers being such that even education could do little for him. The author has known many expert *reckoners* who were, and always must be, unsuccessful *arithmeticians*."

What is said of ZERAH COLBURN has proved equally true of JEDIDIAH BUXTON, SAFFORD, BIDDER, and other similar wonders of computative ability. It has been supposed that their astonishing powers could be trained to mathematical discovery and the extension of science; but all such expectations have proved futile. And they always must, for the reasons indicated above. A machine may be made to do with a little manipulation all that such persons do. Every teacher of experience and observation will corroborate the discrimination. And our pupils should be made aware of the difference between an arithmetician and a reckoner. They will the more readily be guided to a proper culture of their powers.

Nevertheless, quickness in reckoning should not be depreciated. We might as well undervalue good tools because tools alone could not build SOLOMON'S Temple or carve the Venus de Medici. Perfection of tools aids perfection of work. Some one says, "If a man has wood to cut, it is better to wait to grind an ax than to go at it with a hoe." The power and inspiration of an artist can not have free course while his instruments delay him. A good arithmetician *needs* the skill of a reckoner, and this does require practice and often long practice; and only thus can most persons obtain it. If the pupil has occasion to gain it, let him not be discouraged by his early slowness.

We introduce here some methods suggested by Prof. DE MORGAN, an eminent English mathematician, to aid in developing the skill of the ready reckoner, for which purpose their persevering practice will be very effectual. They are taken from the *Companion to the British Almanac*.

1. Supposing the learner to be able to count with sufficient

rapidity backward and forward, by single units, he should then learn to count backward and forward by twos, by threes, by fours, up to tens, beginning with different numbers. For instance, commence with three and add four—thus: 3, 7, 11, 15, 19, etc., or commence with sixty-one—thus: 61, 57, 53, 49, 45, etc. *No reiteration should be allowed. It should not be three and four make seven, and seven and four make eleven; but simply 3, 7, 11, 15, etc.* If there be difficulty, let the pupil be allowed to take his own time; but let him be prevented from repeating any single word, except one which expresses a result.

2. The next exercise is the formation of the defect of a lesser number from a greater, when the defect does not exceed nine. The manner in which it should be required is by giving the lesser number, and the units only of the greater—the learner having to supply for himself the tens which should be in the greater, so that the defect may not exceed nine. Thus, having fifty-six and seeing four, the exercise consists in learning immediately to supply both the eight in ‘fifty-six and eight make sixty-four’, and also the six tens. To perform this exercise by itself, write down any line of figures, as 823417554. Make examples by taking the first two figures for the lesser, and the next for the units of the greater; then the second and third, and the fourth, and so on. The process then is to make out, as rapidly as possible, eighty-two and one are eighty-three, twenty-three and one are twenty-four, thirty-four and seven are forty-one, forty-one and six are forty-seven, seventeen and eight are twenty-five, and so on.

3. The multiplication-table is now to be learned, up to nine times nine at least, but not in the common way. Of all the drawbacks upon the rapidity of computation, none is so great as the common habit of reproducing in regular form the assertion, eight times seven are fifty-six, every time that eight and seven are seen and multiplication is known to be coming. The exercise we now speak of consists in stating instantly the product of two digits as soon as they are seen. Take a line of figures, as before, and learn to repeat rapidly the product of every pair, without naming either of the pair. 72698593376598. The following products are to be caught instantly: 14, 12, 54, 72, 40, 45, 27, 9, 21, 42, 30, 45, 72, etc. One advantage of this process will be, that the learner will become equally habituated to the products, whether the greater factor be seen first or the lesser.

4. The next thing to be acquired is the formation of a product increased by a given digit, or a given digit by a product, instantly, without repetition of the factors or addend. Instead of four times eight are thirty-two, and three are thirty-five, we ought to require only the words 32, 35; that is, only the results. If rows of figures be again taken, and if the exercise be repeated on each three figures consecutively—slowly at first, if necessary, but keeping strictly to the rule of allowing no additional

words to be either articulated or thought of—it will not be found very difficult to make the results come as readily as those of the simple multiplication-table. Thus, taking 62987401328, the object is to arrive rapidly at 21, 26, 79, 60, or  $6 \times 2 + 9$ ,  $2 \times 9 + 8$ ,  $9 \times 8 + 7$ ,  $8 \times 7 + 4$ ; also at 72, 88, 119, etc., or  $(6+2) \times 9$ ,  $(2+9) \times 8$ ,  $(9+8) \times 7$ , etc.

5. The next process is to catch the result of the preceding process, and to add to it another figure, naming the first result only, and none of its constituents. Taking again a row of figures—725836294759—the object is to arrive at 19 and 27, 18 and 21, 43 and 49; or, taking the sum of the two first numbers, multiplying the third and adding the fourth, and so on—thus, 45 and 53, 56 and 59, 39 and 45, etc.

6. The next of these exercises resembles that in (2), only that the smaller number is found as in (4). A product increased by a digit is to be taken from a number, of which the unit's place is before the operator, while the ten's is to be supplied as wanted, to make the defect not exceed nine. Thus, out of 7861, is to be instantly supplied 62 and 9 are 71, or  $7 \times 8 + 6$  is to be made up to the next number that ends with one.

7. The last process is the inversion of (5), namely: finding the quotient and remainder of tens and units divided by a single digit; but this should be practiced without repeating, as in eight in fifty-nine, seven times and three over. It should be, at most, eight in fifty-nine, seven and three. A row of figures may be used for practice, as in the preceding cases.

As soon as these seven rules become as familiar as counting, so soon and no sooner is the drudgery of computation annihilated. These are the steps by which the calculator walks; and, let his journey be in what direction it may, no single pace can be any thing but one or another of the preceding.

## R H E T O R I C   I N   S C H O O L S .

To one who does not enjoy an utter waste of time and labor, the perpetual goings-over and re-goings-over of grammar, arithmetic and geography in our Common Schools must be a great annoyance. The managers of these institutions seem not to be aware that when a pupil passes from arithmetic to algebra, from descriptive to physical geography, from grammar to rhetoric, the pursuit of the higher branches does of necessity include a review of the lower ones. Therefore, when one of the

fundamental branches has been fairly—not thoroughly—mastered, it seems to us the merest dictate of common sense that its advanced cognate branch should be taken up. We wish at this time to enforce our meaning by illustrations drawn from the study of Rhetoric and the study of Grammar.

The first stanza of GRAY's 'Elegy Written in a Country Churchyard' is as follows:

“ The curfew tolls the knell of parting day ;  
The lowing herd winds slowly o'er the lea ;  
The plowman homeward plods his weary way,  
And leaves the world to darkness and to me.”

Grammar imparts the following information in regard to this magnificent quatrain: “*The* is a definite article and belongs to *curfew*. *Curfew* is a common noun, third person, singular number, neuter gender, and nominative case to *tolls*. *Tolls* is a regular active transitive verb”, and so on. Some think differently, but we look upon all this as useful knowledge. And it certainly is the richest critical knowledge that most scholars in common schools get after GRAY's *Elegy* has been in their hands for years. Our language is not too strong when we say that such is an appalling fact to one who knows any thing of the rich meaning that is enshrined in those glorious lines.

Of these lines Rhetoric teaches as follows: 'The curfew bell is supposed to have been established in England by WILLIAM the Conqueror, about eight hundred years ago. It is called *curfew* from two French words, *couvrir*, to cover, and *feu*, fire. The bell rang early in the evening in every town and hamlet in England, and when it rang every fire and light were to be extinguished. It has been supposed that the purpose of the Conqueror was to prevent the gathering of conspirators against law around fires and lights. Some, however, have supposed that the fires and lights were to be put out at that hour because the thatched houses of the time were very ready to catch fire. The custom of ringing the curfew bell continued, after its uses had ceased, in some parts of England, till within three or four years. *Tolls* is a word used to express the heavy rolling power of a bell striking single solemn strokes on funereal occasions. Perhaps it is merely fancy, but to some minds the sound of the word seems strongly expressive of its meaning.

The *knell of parting day* is a phrase having its origin from some very picturesque customs of the medieval church. In Catholic countries, bells that had been blessed by ecclesiastics were thought to have the power, when rung, to drive away evil spirits. When a man was dying, it was thought by the same church that the devils and the angels were contending for the departing soul. At that hour, the bell was rung to drive away the devils, that the soul might be left to the angels. Another of its purposes was to inform those who heard it of the passing-



away of a fellow being, that they, whether in the houses, the fields, or the highway, might reverently uncover or bow the head to ask God's blessing on the passing soul. In the poem, the 'day' was dying: at that hour the curfew struck, and its striking was to the poet's mind 'the knell of *parting* day'. The simile is one of exquisite beauty.

The third line of the stanza is,

"The plowman homeward *plods* his weary way."

It has been said of GRAY's finished poems that no word in them could be removed and replaced by another equally good. In the quoted line, the word *plods* affords a good subject for such an experiment. *Runs* would keep the meter good; but put it in, and how imperfect its power. Weary plowmen do not run. *Walks* likewise answers the mechanical demands of the line, but *walks* may express a brisk movement; and the natural movement of weary plowmen is never brisk. But *plods* is the very word: it expresses to perfection the heavy, clumsy, stumping gait of the weary plowman returning from his day's labor.

Such are a very few of the teachings of rhetoric with regard to four lines that have given thrills of exquisite pleasure to those who have by her light studied them. We often wonder that so much pains is taken for musical cultivation, and yet that a knowledge of the exquisite expression of SHAKESPEARE, CRASHAW, MILTON, GRAY, and COLERIDGE, is so little sought among us as the universal accomplishment. More, much more music say we; still we know that high rhetorical knowledge would afford a young man or woman a surer passport to the most cultivated society of the world. If any one needs proof of what we say, let him read BOSWELL's Life of JOHNSON, or LOCKHART's Life of SCOTT.

A few years ago, a great man lay dying in Massachusetts. He had received the consolations of religion, for which God be thanked. But there were still weary hours before him, when his son, watching by his bedside, heard him call. He bent to him and asked him what he wanted. "Poetry, poetry," said the dying man. "Do you want that I should read poetry to you?" asked the son. "Yes, yes." "What shall I read?" "GRAY, GRAY." "Shall I read to you GRAY's Elegy?" The dying man said "Yes." And it was not unfitting that, ere it should go the long journey that was before it, the spirit of DANIEL WEBSTER should travel back over the long track of that England's history which he loved so well. What a mighty tribute is this one fact to the value of the study that we are commending. Thousands of sick and dying men might have been as well consoled had they been taught, as DANIEL WEBSTER had, what treasures there are in the English language.

We know of no branch of study that is not invaluable. But, out of all doubt, the most important secular study is Mental

Philosophy. And the most beautiful pathway to this high form of knowledge is Rhetoric. It is in fact that portion of Mental Philosophy itself which adorns the mind, the style, and the manner, filling life with amenity. Our definition we know is broad, but we believe it fully justified.

To teach Rhetoric successfully we need to have for the higher reading-books of our schools richly annotated English classics, such as SCOTT'S 'Lady of the Lake' and 'Marmion', KEATS'S 'Eve of St. Agnes', and some of MILTON'S minor poems. Then let each scholar commit portions to memory, repeat them, and give the meaning and force of every word and phrase. Such has been for years the method pursued by the most accomplished teacher we have ever known. Teachers should graduate from our Normal Schools with a heartfelt appreciation of some great poem. It need not be a long one. But if a teacher can inspire his scholars with an enthusiasm for MILTON'S 'L'Allegro' or 'Il Penseroso', for GOLDSMITH'S 'Traveler', GRAY'S 'Elegy', or KEATS'S 'Eve of St. Agnes', he will have done a most valuable work.

New York Tribune, May, 1857.

PROBLEMS—ORIGINAL AND SELECTED.—1. Assume any number expressed by two or more digits. Form another number expressed by the same digits in a different order, and take the difference between this and the first assumed number. It will be a multiple of nine. (*Example*  $864 - 468 = 396$ , which is  $44 \times 9$ ). Demonstrate this principle by arithmetic or algebra, or both.

2. Find (by arithmetic) the least three integral numbers such that  $\frac{3}{4}$  of the first,  $\frac{5}{7}$  of the second, and  $\frac{9}{10}$  of the third are equal.

3. A speaks the truth three times in four; B, four times in five; and C, six times in seven. What is the probability of an event which A and B assert and C denies?—*A. B. Scribner in N. Y. Teacher.*

4. Arrange the nine digits and zero so that their arithmetical sum shall equal 100, employing no figure twice.—*Anonymous.*

5. Place the nine digits in such order that their square root can be extracted without remainder.—*Ct. Com. School Journal.*

The *Illinois Teacher* for 1858 will be sent as a prize to the pupil in any school or academy in Illinois who will send to the Editor of the *Teacher*, before the tenth of June next, the best demonstration of the first problem. The demonstration must be original, devised without assistance. The same prize is offered to pupils for the best original demonstrative solution of the second problem. Solutions will appear in the *July Teacher*. We invite solutions from other than pupils, and will send the *Illinois Teacher* to the female teacher who will give the best original solution of the first or second problem.

L. D.

TRAVEL NOTES OF THE STATE AGENT.

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WE had the pleasure of visiting the City of Rock Island recently, and found much to admire. Two elegant school-buildings are finished and furnished in the most improved style for ward schools—the one in the Third Ward costing \$10,000, the Fourth Ward, \$6,000. A High School building will be ready for use by July next, that, when completed, will cost \$30,000. Another building is to be erected the coming season sufficient to accommodate four hundred pupils. Eight hundred are in attendance the present season: six hundred of them met in one of their churches while we were there, and a more pleasant sight can not be conceived. They have eighteen teachers employed, worthy of the trust confided to their care, and a Board of Education who are determined that Rock Island shall be second to no city in the Prairie State in her educational advantages.

Moline has set an example worthy of imitation. She, with a population of three thousand, has built a splendid edifice for the intellectual development of her youth, costing \$13,500, situated on as beautiful a site as can be found in the State. They pay \$3,000 salary per annum to their teachers—who richly earn it. Their directors visit the school and render all the aid in their power, and of course have a good school.

Geneseo is astir: their new school-house, a beautiful brick edifice, forty feet by sixty, two stories high with a basement for furnaces, costing nearly \$10,000, is full, and more room must be provided. The system of Free Graded Schools has proved its value in this place. Six teachers are employed, who are doing a good work. Three hundred and seventy-eight pupils are in attendance. No failure here, but success sure.

Richview demands more than a passing notice. She is erecting one of the best school-houses in the State—the best in Southern Illinois. Its architectural beauty and arrangement, as well as location, are all one could wish. The building and improvements will cost \$10,000, and will be ready for use the coming season. The Illinois Central Railroad Company made a donation of seventy-five town-lots at the station for the erection of a seminary of learning creditable to the town, from which some \$6,000 will be realized. Five acres of land have been given three-fourths of a mile from the station for the site. WM. M. PHILLIPS, Esq., was made Trustee by the Railroad Company. No better man could be found for the trust: his efforts are untiring in carrying out his plans, which will be speedily done, partly by taxation and partly by private enterprise. Richview is bound to lead.

\* Our worthy President, B. G. Roots, is teaching a public school about two miles from Tamaroa Station, in his own house; and if any one in Northern Illinois thinks there are no good schools in Egypt, he had better visit Mr. Roots's school—he will not find any Boston furniture here, but will find scholars taught to think, and a system of instruction that can not fail to develop the mind. Every thing pertaining to the government of the school is what we would expect to see in a well-regulated family. Principles are here taught instead of words.

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REPORT OF THE STATE AGENT FOR FEBRUARY.  
(CONDENSED.)

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I HAVE visited twenty-one schools, and talked to the people on the subject of Free Schools at Aledo, Ross Grove, Heyworth, Babcock's Grove, Jefferson, West-Wheeling, Lasalle, Rock Island, Moline, Geneseo, and Tiskilwa. A Teachers' Institute was held at Aledo, the young and flourishing shire-town of Mercer county, and an earnest spirit prevailed. The teachers here acknowledge that success must be *worked for*, and that if they would be worthy servants in the great cause of human development and education, they must first prepare themselves by careful training; and furthermore, they have an abiding faith in the value of an enlightened public sentiment in favor of FREE SCHOOLS. They will work to create such a sentiment in the only legitimate way, by honoring their calling. First wipe away the stain which incompetence has brought upon our office, and the people will delight to do us honor, and will, unasked, cherish and endow free schools. I received here \$36.00 for the Finance Committee, and at Heyworth \$2.50.

A meeting most interesting in character, yet most difficult to conduct with interest,—a mass meeting of children,—assembled in Rock Island. Mr. MERWIN, of Chicago, was present on this occasion, together with many distinguished residents of the city, and the afternoon passed amid talking and song. The little folks will long remember it.

At a country school-house near Tiskilwa more than ordinary interest was manifested, and I judge that they must have been favored with a more than ordinarily good school. They appreciate the value of a system of education where the poor and the rich are alike welcome and equals. Is the time distant when a feeling like this shall find a lodgment in every palace and cottage in the land?

## EDITOR'S TABLE.

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OUR EXCHANGES are again requested to send their favors direct to *Jacksonville*, and not to *Peoria*, where nearly all have thus far been sent, causing us much inconvenience, and often reaching us too late to be of any service. Please remember.

THANKS.—We return our grateful acknowledgments to our newspaper exchanges in this State for their kind notices of the *Teacher*. We are ambitious to *deserve* a good name and fame, and by no means indifferent, we confess, to obtaining it.

PLEASE GIVE NOTICE.—If any subscriber should fail to receive the *Teacher* regularly, he is requested to notify us promptly of the fact, and we will give the matter our immediate attention.

S. C. FARIS.—The address of this gentleman is Hennepin, Putnam county, and not Henry, Marshall county, as published, by mistake, in the January number. His correspondents will please notice.

R. I. SCHOOLMASTER.—By an arrangement with the Editor of this excellent journal, his subscribers will receive the *Teacher* at eighty cents per volume, and ours will receive the *Schoolmaster* on the same terms: remittances for which should be made to WILLIAM A. MOWRY, Providence, Rhode Island.

BEHINDHAND.—The item 'Prompt to the Work' in our last number should have appeared a month earlier, to make its dates correct.

NATURAL HISTORY SOCIETY.—The call for a meeting to form such a society, as given in our last number, is countermanded. It is found that the notice is not sufficiently circulated. A new notice will be given in May, and measures taken to secure its general diffusion.

FIRES.—The suggestions of the first article in this number are strongly reinforced by events of the month reported in the newspapers. Miss LEWIS, a teacher in New York City, opened the door of the school-room stove, and in turning brought her skirts upon the coals. She died within a few days of the severe burns she received. In Ottawa, Illinois, on the 11th ult., a new public school-house worth \$10,000 was set on fire by the hot-air flues, woodwork being too near them. Five hundred children (all who were in the house) escaped unhurt: the injury to the building amounted to \$1000. Other instances are at hand; he who runs may read. Let not the warning pass unheeded.

**CREDITS.**—We see that Bro. MOWRY, of the *R. I. Schoolmaster*, ‘shakes a stick at’ those who borrow (or steal) from his pages without crediting the *Schoolmaster*. We are reminded of some wise man’s advice about how to find the best fruit in the orchard — ‘look for the tree that has the most sticks and stones under it’. We have a suspicion that the ‘Old Schoolmaster’s Story’ in our March number was stolen from Bro. MOWRY, but we found it ‘lying around loose’, like the drunken man’s milk. Its author is one of the special contributors to the *Schoolmaster*. Our readers will find elsewhere a notice of the *Schoolmaster* and a pecuniary arrangement to which we ask their special attention.

**DISTRICTED OUT.**—The Board of Education in Peoria laid off a district in the city without a school or school-house. Mr. GROVE, a citizen of that territory, applied to the County Court for an order to compel the Board to admit his child into an adjacent District School. The Board answered that there was a school outside the city to which he could send, and that he had no right to send to any of their schools without their consent. The court decided against the Board. The case will be appealed to the Supreme Court.

**MORRILL’S BILL.**—We regret to have occasion to record that Mr. MORRILL’S bill, alluded to in our last, sleeps in the arms of some committee of Congress or lies on the table, we know not which. We had hoped there was virtue enough in Congress to let it go through soon. Let the farmers, the agricultural associations and the workmen show their interest by writing to their representative or sending in petitions.

**TEACHERS’ DIPLOMA.**—By an act of the Legislature of New York (passed April 11, 1849), “every teacher shall be deemed a qualified teacher who shall have in possession a Diploma from the State Normal School.”

**COOK COUNTY.**—A correspondent gives us an interesting account of the visit and labors of our Agent at Brickton, in Cook county. He says: “The people seemed thoroughly aroused. I heartily wish that five hundred just such efficient *workers* as Mr. WRIGHT could canvass the State and bring the public mind to right views on this great subject.”

A new and commodious school-edifice has recently been built in Brickton, and the school is in a flourishing state.

**MY NAME IS NORMAL!**—If any of our readers have, in their simplicity, supposed that they know where the State Normal University is located, we must inform them that they *do n’t*. Do you say ‘Bloomington’? Not at all! The site selected is in a different township from Bloomington, and the township containing the site has just received the appropriate name of *Normal*. So the State Normal University is located in the town of Normal. (The post-office address is Bloomington, still.) And now, dear reader, having thus become a wiser and more knowing individual, you may pass on to the next item!

‘E. A. H.’ is informed that her note is received and request complied with. “Fiat justitia, ruat cælum.”

"THE MONETARY CRISIS," an article in the *N.Y. Teacher* for February, is an earnest address to teachers upon the subject of the preponderating and disastrous effect of our national haste to be rich upon the character of scholars and upon the systems of education; preparation for *business* excludes culture, intellectual as well as moral.

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A HEAVY BLOW.—The friends of Free Schools in Indiana are called to mourn a recent decision of the Supreme Court of that State, declaring illegal and unconstitutional all provisions in city or town charters for levying taxes to support schools. We think the State Constitution never meant to forbid what is now declared illegal, though the language covers the case. "The General Assembly shall not pass local or special laws providing for supporting common schools." The Supreme Court considers a charter-provision for a school-tax to be such a local or special law. We do not believe the people that voted the Constitution into power in the year of grace 1851 ever thought of such a meaning. It was first devised in the brain of some unscrupulous attorney bent on gaining a case for a miserly client who resisted the payment of a school-tax: some Hoosier Shylock, whose god is his gold. We wish we knew his name, but we only know that it is *Jenners*, and he lives in Lafayette.

The *Indiana School Journal* says, "All the annual schools in the State are crushed at once, with the single exception of those in the City of Evansville." "All other cities and corporate places in the State have no power to tax themselves to maintain Free Schools for a longer period of time than that for which the general school-fund provides, which is from two to three months in the year." "This amounts in fact to the destruction of Free Schools."

In New Albany, where the schools were flourishing, they were closed at once, and the corps of twenty-seven teachers disbanded. In Lafayette the schools are stopped, but an attempt is made to continue them by subscription. In Shelbyville a similar attempt failed. In Richmond it is expected to succeed so far as to keep open school till April. In Indianapolis the schools were closed, but reopened after a week's interval, subscriptions seeming sufficient to carry them on for a while. Our friends are very despondent. Mr. HENKLE, of Richmond, finds relief only in the clause of the Constitution, "*Emigration from the State shall not be prohibited.*" We heartily sympathize with our friends in Indiana.

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INDUSTRIAL COLLEGE.—The newspapers report that Mr. W. A. PENNELL, of Granville, Putnam county, Illinois, proposes to give the buildings known as 'Jackson College', at Mount Palatine, in said county, consisting of two substantial brick edifices and ten acres of land—the whole worth \$10,000—for an Industrial College, providing \$20,000 or over, additional, can be raised to buy more land and found an experimental Farm and School on an improved plan. Another citizen of Putnam county has offered to subscribe \$2,000 for this object.

GRIGGSVILLE.—A handsome, two-story, brick school-building has just been completed in this beautiful and flourishing village. The house will accommodate four hundred pupils. It is to be provided with the Boston School Furniture, which is daily expected. The cost of the house is about twelve thousand dollars. Our friend Mr. W. A. CHAMBERLIN, late of Massachusetts, will take charge of the school.

NINETY-EIGHT-AND-A-HALF PER CENT.—A correspondent informs us that the average attendance of the High School in Lacon, for the month of January, was 98½ per cent. ! Can a parallel be shown by the record of any other school in the State? We doubt it.

“THE SPIRIT OF THE WEST.”—Our brother SAWYER, of the *N. H. Journal of Education*, notices the proceedings of our Annual Meeting at Decatur under the above title. After making a note of things said and done, he says: “We are aware that Illinois is a great State, but it is comparatively a new one. It is *pluck*, that’s the word exactly, downright Saxon *pluck*, that enables these Western teachers to do so much. There is no indication of self-distrust, of misgiving, or faltering. If a thing is desirable, they do not wait for it to ‘turn up’, after the fashion of Micawber, but valiantly go to work to obtain it. Have the new States drained all the courage and strength away from New Hampshire?” We believe not. The Granite State will be true to her name. We know that DANIEL WEBSTER, as the story goes, said of New Hampshire that “it is a great State—to emigrate from.” Her superabounding strength makes others great.

BRO. SAWYER, however, has given us too much credit in his report. He speaks of the *subscription* for 1885 copies of the *Teacher*; so many subscriptions were *pledged* from about one-fourth of the counties of the State, but the pledges are to await their redemption. It has been suggested to us that we publish a statement of the circulation of the *Teacher*, to show how near these pledges have approached fulfillment; perhaps we may do so in a month or two. We may also show what those have done who made no pledges.

PIKE COUNTY.—The prospects in this county are most cheering. The teachers of old Pike are pushing on their column with skill and determination. At the recent meeting of their Association much interest was manifested by the people at large—a sure test of progress; for *public apathy* is the most terrible foe of common schools. The *Teacher* was not forgotten. D. L. FREEMAN hails from Pike. Q. S. !

THE TEACHER IN EVERY DISTRICT.—Let us take you by the button while you read this paragraph, that we may hold on to you long enough to speak a plain word or two before you pass to the next. In a note accompanying a handsome remittance, our friend J. PHINNEY, of Whiteside county, says :

“Our School Commissioner, Mr. KELLY, makes it a point to call on the *scholars*, in every school which he visits, to subscribe for the *Illinois Teacher*—each paying a dime, and then all reading it in turn. He says that in this way



it can easily be introduced into every district in the county. This method if carried out throughout the State will make a large circulation for our educational journal. The larger part of all the names sent herewith were obtained in this way. Mr. KELLY believes he can obtain a hundred subscribers by this method," etc.

There is the text — our sermon shall be short. You say you like the *Teacher*; believe it is doing good; desire its prosperity; would be glad to see it in every district, etc. Are you honest in this? Do you mean what you say? Far be it from us to doubt it. Well, now, we do most sincerely believe that the above is one way in which it can be done. The plan is plain, simple, practicable. It is one which will interest the scholars; one to which no parent can reasonably object; one which every commissioner, director and teacher can adopt without waste of time, breath and money; and one which laughs at *hard times* — for in what school are there not ten pupils who will take pleasure in curtailing, if need be, their allowance for balls, tops, skates, etc., to the amount of one dime per year, for the accomplishment of an object so useful to themselves, their parents, the school, and the community? Suppose a single copy were in this manner introduced into each district in the State: what would be the result? Ask your pupils this question: If there is an average of seventy districts in one county, how many are there in one hundred counties?

We believe that here is a plan to which no exception can be taken; which any one *who chooses* can successfully carry out; which sets the 'panic' at defiance, and which will test the sincerity of professions of friendship for the *Illinois Teacher*. And if we can learn that pupils in our schools take an interest in the *Teacher*, we shall make more effort to make it interesting to them.

There, brethren and sisters, is our sermon. A more honest and sensible one was never preached from pulpit nor heard in pew. Will you make the 'application'? So mote it be.

THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION held its fifth annual meeting at Indiana, December 29 and 30. Some interesting essays or reports were read and discussed. The most prolonged and interesting discussion was on 'The best method of examining teachers in accordance with the School Law'. The subject is an important one, and we should like to see it thoroughly discussed in Illinois. Who will write a good article on it for Illinois?

The President for this year is J. F. STODDARD, Wayne; Cor. Secretary, I. N. PEIRCE, Lancaster. The time of the annual meeting is changed to August.

THE NEW JERSEY STATE TEACHERS' ASSOCIATION held its fifth annual meeting at Trenton, December 29, 30 and 31. The President in his annual address "paid a grateful tribute of regard to the efficient aid rendered by Dr. C. C. HOAGLAND, the first Agent of the Association." The discussions and addresses were of the usual character, excepting one by Dr. PARIS, of Philadelphia, on 'The Claims of Idiocy upon our Humanity, and the Methods of Instructing Imbeciles'.

The President elected is Prof. WM. F. PHELPS, Trenton; Cor. Secretary, OLIVER A. KIBBE, Rocky Hill; State Agent, JOHN B. THOMPSON.

HOMER SEMINARY.—We learn that A. W. FREEMAN, of Rockford, has been appointed Principal of the 'Homer Seminary', a new graded school at Homer, Champaign county, Illinois.

McLEAN COUNTY.—Under the energetic administration of Commissioner WILKINS, our cause in old McLean is advancing rapidly. We continue to receive proofs of Mr. W.'s industry and faithfulness as a school officer. Considering the beggarly crumb flung from the public crib to these County Superintendents, the amount of labor thus gratuitously performed is the more praiseworthy.

MERCER COUNTY.—The energetic School Commissioner of this county, J. E. HARROUN, Esq., of Aledo, deserves a special commendation for his zeal in the good cause. We are sure, from the proceedings of the County Institute as published in the *Aledo Record*, that he is sustained by an enthusiastic interest on the part of the teachers and friends in his jurisdiction.

CHRISTIAN COUNTY.—I had the pleasure of being present at a meeting to organize a Teachers' Association for Christian county, convened at Pana, on the 30th of January. An interesting and spirited address on *Education* was delivered on the evening previous, by Prof. GUNNING, of Hillsboro.

It can not be expected that an *extempore* pedagogue of sixteen years ago, in Illinois, could know much of teaching as a 'profession' at the present time; and, therefore, with all due deference for the better judgment of the profession, and the universal progress of 'Young America', I may say that not a few things original, or at least novel, were presented on the occasion. I will mention but one. The speaker was hostile to the use of apparatus in schools. He seemed to consider it as a kind of suicidal make-shift to relieve the scholar from the trouble of thinking; as an inordinate use of the '*objective*' at the expense and injury of the '*subjective*'. This he illustrated, as regards mathematics, by the fact (?) that the blind make greater attainments in that science than they who see!

A good number of wide-awake, enthusiastic teachers were present, with a sprinkling of farmers, merchants, doctors, and reverends, participating in the proceedings with an earnestness indicative of a proper appreciation of the great subject under consideration, and the object to be secured. Several teachers being present from Shelby and Montgomery counties, the Christian County Teachers' Association was extended in its limits, so as to embrace the portions of the above-named counties willing to unite with it.

There were spirited but harmonious discussions on several resolutions.

The first things that strike the mind of the stranger in Christian county are, the natural beauties of the country and its total destitution of school-houses! It is to be hoped that other parts of the county are better provided for than Pana and Rosemond. Pana, with its thousand inhabitants, has literally no school-house; and the same is true of Rosemond, a rapidly-increasing settlement composed principally of Eastern people. But it would be unjust not to say

that the people of both places are determined to remedy this defect as speedily as possible. Indeed, the former place is only some four years old, and the latter only two, and each has its 'model teachers' and good schools, although stowed away in inconvenient rented rooms for the present.

I am told that there is great difficulty in collecting a school-tax for building houses here. Both Pana and Rosemond, I am informed, have at different times voted a tax and sent up the papers in legal form and manner to the county-seat; but the proper officer takes the responsibility not to compute it with the taxes, and of course it is not collected. Now this is a question of public interest. When the people of a school-district vote a tax to build a school-house, and the papers are put into the hands of the proper officer, all legal, and he takes the responsibility of ignoring the matter entirely, or of computing and inserting in the tax-book only *one-half* the amount voted, what remedy have the people thus treated? But these obstacles can not impede the progress of education long, and the Teachers' Association just organized will neither slumber nor sleep until it combines and directs the sympathies and energies of the true friends of education to the achievement of its great object in its own locality.

OBSERVER.

We have noticed the signs of progress in Christian county with great interest, and believe the day is at hand when denunciations of 'apparatus' and laudations of 'blindness' will be heard no more! Send for Holbrook's machines at once; call in all the sceptics; set your best teacher at work to exhibit and explain; and, our word for it, scepticism will soon vanish. Christian county took *one copy* of the *Teacher* in 1857! The world *does* move! — ED.

STATE AGENT.—Our newspaper exchanges contain frequent and highly complimentary notices of our State Agent and his labors.

GALESBURG.—Meetings of citizens of Galesburg have been held to initiate measures for the establishment of a system of Union Graded Schools in that city, and for obtaining the benefit of the bequest of the late Mr. SILAS WILKARD. See the *Teacher* of June, 1857, page 213.

OTTAWA.—The *Northwestern Home Journal* says that fifteen hundred pupils are receiving instruction in the public schools of Ottawa, and that a new school-building is to be erected next summer. The Superintendent of Public Schools is ISAAC STONE, Jr., editor of the *Ottawa High-School Journal*, and himself a teacher.

PROGRESS.—Our esteemed friend JOS. ADAMS, Esq., of Galena, says: "The cause of Common Schools is growing in favor in this community. New and substantial school-houses are being erected all over our county, while in this city we hope soon to have a handsome central High-School building. We must train up and educate a better class of common-school teachers, for, after all is said and done, without good teachers we can not have good schools." So think we. The postulates in our State system are: 1st. Good teachers; 2d. Good buildings. Grant these, and the result must be—good schools.

To secure the former, send the best students in each county to the Normal University; to aid in securing the latter, read attentively the valuable hints and practical suggestions contained in the articles which we are publishing on School Architecture.

POSSESSIVE CASE.—W. D. HENKLE (*in Ind. Sch. Jour. Feb.*) says he has noted in his reading for five or six years all instances of the possessive case of singular nouns which end in the sound of *s* or *z*, and has observed several thousand. The special object of his article is to settle by good usage the rule for nouns ending in *ss*. He shows conclusively that the rule of KIRKHAM, SMITH, and others — “When the singular ends in *ss*, the apostrophe only is added” — is a blunder, a whim, a corruption. He gives the following: “The possessive singular of nouns ending in *ss* is formed by adding an apostrophe and letter *s* to the nominative singular, except the words *righteousness*, *goodness* and *shortness* when followed by the word  *sake*, in which case the apostrophe only is added. It is allowable for poets to omit the additional *s* when the rhythm demands it.”

“THE CODE OF HONOR”, so called, by which boys excuse themselves from testifying concerning the misdemeanors of their school-fellows when called upon, was discussed in the Ohio Collegiate Convention, and HORACE MAXN prepared an excellent report upon it. He says it has never been allowed a place in Antioch College; though there were some helping circumstances in the newness of the institution, the presence of the female pupils, and the absence of the emulation system of prizes and honors.

PRUSSIAN SCHOOLS.—CHARLES ANSORGE, in the *Massachusetts Teacher* for February, reviews the Prussian Schools in comparison with those of Massachusetts, showing that the Prussian system has been much overrated. He was a teacher in Prussia for years, and was forced to leave his native country for political opinions. Only in the method of instruction does he give the palm to Prussia. Despotism and full free education can not consort.

AARON AND HUR.—An eminent teacher and scholar says, in a letter recently received: “The *Illinois Teacher* is the right arm of our power in this State.” That it may not cease to be so, let every teacher in the State become an AARON or a HUR to stay up and support that arm.

LECTURES.—Prof. WILBER, of the Williams College Naturalist Expedition, advertises in the *Northwestern Home Journal*, that he will deliver courses of lectures on Geology and Chemistry, illustrated by diagrams, apparatus, and experiments. For particulars and terms address Prof. C. D. WILBER, care *Northwestern Home Journal*, Chicago.

CORRECTION.—Mr. POWELL corrects on page 128 an erroneous decision occurring on page 31 in our January number. It is due to him that we should say that the mistake was detected soon, but the correction did not reach us in time for the March number, which was issued within thirty days after the January number.

## BOOKS AND PERIODICALS.

SARGENT'S SCHOOL MONTHLY. Nos. II and III.

The February and March numbers are all that the friends of the *Monthly* could desire. It is already adopted as a 'reader' in a number of schools; a very good plan. We commend to the special attention of some very studious pupils the article on 'Gymnastics' in the second number, and 'The Tyrant of the School' in the third.

THE AMERICAN EDUCATIONAL YEAR-BOOK for 1858. JAMES ROBINSON & Co., Boston.

A duodecimo volume full of valuable educational statistics, collected with great pains and care. It is all that was promised in the advertisement in the December *Teacher*, which is more than usually comes true of advertised wares; and we commend it to all who prefer statistical facts to fancies in writing on education. Price, postage paid, sixty-three cents.

THE EDUCATOR'S ASSISTANT.

An illustrated catalogue of apparatus, globes, maps, atlases, books, etc. etc., issued by GEO. SHERWOOD, Chicago, and F. C. BROWNELL, Hartford. It costs one dime, and is worth several. A friend says one look at our copy has been worth more to him than the dime, for he has found out where to get an atlas he has long wanted. Send and get it.

LIPPINCOTT'S PRONOUNCING GAZETTEER. Royal 8vo, pp. 24 and 2182. \$6.00. JOHN H. ROLFE, Agent in Illinois.

We are informed that the preparation of this work cost its publishers over \$50,000. We do not wonder, for there is evidence of vast labor and great care. We are not willing to dismiss it with a brief notice, and shall have a review of it in the May *Teacher*, discussing its value to teachers as a book of reference. Meanwhile, none who want a work of that kind will regret sending for it. Sent by mail or express upon receipt of price. See advertisement in *Teacher* of May, 1857.

VOCABULARY OF NAMES. 12mo. pp. xii and 210. LONGLEY BROTHERS, Cincinnati: 50 cents: sent by mail for 60 cents.

This is a Vocabulary of both geographical and personal names, as a book of reference for pronunciation mainly, but it gives leading items of information respecting the things named. The pronunciation is indicated by the use of the phonetic type, which is much the best method. It is a valuable little manual, and at a remarkably low price, and is therefore capable of introduction to the desks of pupils as well as of teachers in our common schools. The publishers ask any who may notice errors in it to give them a list, that the work may be perfected. It is impossible to make such a book *absolutely* correct, and the inaccuracies that we have noticed do not prevent us from giving the book a hearty recommendation. See advertisement in *Teacher* of May, 1857.

## NOTICES OF ADVERTISEMENTS.

WE hope that all readers of the *Teacher* look at our advertisements, every month. They change with every number, so that you will find something new; and, though their laudatory statements must be taken with a reasonable allowance for the ardor of a man pleading his own case, they really give valuable information respecting other things besides school-books. Publishers who have judgment enough to select good books from those offered them for publication are also sure to advertise them.

NASON AND HILL advertise cards for the use of teachers, which we commend to their notice. The plan is an excellent one, and is growing in favor.

JOHN H. ROLFE advertises Pelton's Outline Maps and other valuable articles, and offers premiums which are very liberal. These Maps are not surpassed, if equaled, by any others, and are used in our best schools. We wish every teacher who has the slightest hope of getting them introduced in his school to attempt it, *soon*, that the directors may provide for them in the July estimate, and as the first step send to Mr. ROLFE for a circular. We invite the special attention of lady teachers to the matter.

GEORGE SHERWOOD advertises the Holbrook School Apparatus, Ross's School Furniture, etc. We might as well set ourselves to demonstrating the usefulness of slates and pencils as to proving the advantages of good furniture, and of globes and apparatus in a school. Some people say that a memorandum book injures the memory; but no body will mind the objection who has real occasion for the convenience. While teachers can best appreciate the value of apparatus, school-directors can see the economy of buying it from a good assortment and at the most favorable rates. Send for the *Educator's Assistant*, which has a priced catalogue. See our 'Book Notices'.

THE NORMAL UNIVERSITY is advertised for the especial benefit of pupils who wish to become teachers, and of teachers who desire to fit themselves thoroughly for their work. A correspondent says that a single day spent at the Normal University strongly impressed upon him the great superiority of that institution over all academies and colleges, for a teacher's education. If you can get an education of larger scope, do so: if not, and you wish to teach, get a place there as soon as you can.

MOORE AND NIMS advertise the Franklin Globes of various sizes, one of which is the largest made in this country.

BRYANT AND STRATTON's Mercantile College will be useful to pupils who intend to devote themselves to commerce, or desire the training needed to prepare for it.

[We shall hereafter notice the *books* advertised in our pages, as we have not room this month. Our readers will please understand that our notices are of the nature of reviews, voluntary on our part, and for the benefit of our readers. We have no space for sale or hire between the covers of the *Teacher*, except the advertising sheets.]

## OFFICIAL INTERPRETATIONS OF THE SCHOOL-LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
 Springfield, March 15, 1858. }

*Question 19.* Can school-districts be altered or changed by the township trustees at any other time than at the regular semi-annual meetings of the trustees on the first Mondays of April and October?

*Answer.* They can not. A new township may be laid off into school-districts at *any* meeting of the trustees; but when once mapped out, the districts can only be changed at a regular semi-annual meeting of the board.

*Q. 20.* Can trustees alter or change school-districts without consulting the 'wishes and convenience' of a majority of the inhabitants of the districts so altered or changed?

*A.* They can not. The 'wishes and convenience' of the inhabitants of the district to be altered must be made known to the trustees, either by a petition signed by a majority of the legal voters of the districts proposed to be altered or changed, or by a vote of the inhabitants of such districts.

*Q. 21.* Can school-directors be elected at any other time in the year than upon the first Monday of October, the time designated in the law for the election of directors?

*A.* They can not be, except a vacancy occurs in the board, when the remaining director or directors should give five days' notice for an election to fill such vacancy. If, through *any* cause, no election for directors is held upon the first Monday of October, the old directors hold over another year.

*Q. 22.* How many days constitute a school month? In other words, if a teacher engages to teach a school six months, how many days must he teach?

*A.* He must teach in this State all the days there are in any month or six months, excepting the Saturdays and Sundays. The private schools of this country are conducted upon the lunar-month principle, but the public schools of the other States are, and they should in this State be, kept open a full calendar month. Some of the lower courts in the State, where the question has been tried, have so decided.

*Q. 23.* Should the public money be distributed upon schedules by the trustees in proportion to the number of days taught, or in proportion to the grand total attendance certified to upon each schedule?

*A.* In proportion to the grand total attendance certified to upon each schedule. The clause of section 34, of act of 1857, relating to this subject reads as follows:

fourth. the balance, after deducting such an amount as a majority of the directors in the township may, by petition, at the October term, request to be set apart for the support of schools in the summer, they shall apportion on the several schedules certified and returned from each school in the township, according to law, in proportion to the number of days certified on such schedules, respectively, to have been taught since the last regular return-day fixed by the act or trustees for the return of schedules.

The following is section 53 of the same act:

§ 53. Teachers shall make schedules of the names of all scholars under twenty-one years of age,

attending their schools in the form prescribed by this act; and when scholars reside in two or more districts, townships, or counties, separate schedules shall be kept for each district, township, or county, and the absence or presence of every scholar shall be set down under the proper date, and opposite the name, on every day that school is open, and the absence of a scholar shall be signified by a blank—the presence by a mark. The schedule to be made and returned by the teacher shall be, as near as circumstances will permit, in the following form, viz:

*SCHEDULE of a common school kept by A B, at ..... in district number ..... in township number ..... range number ..... of the ..... principal meridian, in the county of ..... in the State of Illinois.*

Names of scholars attending my school, and residing in district number ..., in township ... north, range ... west, in ..... county.	1855.														Total No. days of each scholar.
	Monday, January 15	Tuesday, " 16	Wednesday, " 17	Thursday, " 18	Friday, " 19	Monday, " 22	Tuesday, " 23	Wednesday, " 24	Thursday, " 25	Friday, " 26	Monday, " 29	Tuesday, " 30	Wednesday, " 31	Thursday, February 1	
John Smith.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Isaac Meslier.....		1	1	1	1	1	1	1	1	1	1	1	1	1	11
Sarah Danforth.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Mary Newman.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Grand Total number of days.....															64

And said teacher shall add up and set down the whole number of days' attendance of each scholar, and add up said whole numbers, and make out the grand total number of days' attendance, as in the form above prescribed, and shall attach thereto his certificate, which shall be in the following form, viz:

I certify that the foregoing schedule of scholars attending my school, as therein named, and residing as specified in said schedule, to the best of my knowledge and belief, is correct; and that it was a school for the purpose of teaching various branches of an English education.

A. B., Teacher.

It will be seen that the above section specifically directs that the presence or absence of every scholar shall be marked each day, and that the same shall be carefully added up at the close of the school, and the *grand total attendance* be shown upon the schedule; but it does not require that the *days taught* shall be added up and shown upon the schedule, nor does the form of the schedule make provision for showing how many days the school has been taught. While, therefore, it must be admitted that the language of section 34, if literally construed by itself, without any reference to section 53, would clearly demand that the public funds must be apportioned according to the days taught (for by no grammatical or logical interpretation can 'days taught' be made to mean 'days' attendance'), the form of the schedule in section 53, together with the accompanying language, it is thought, clearly shows that the *intention* of the law is to distribute upon the grand total days' attendance, and not upon the days taught. Such was the interpretation given by my predecessors, the Hons. DAVID L. GREGG and N. W. EDWARDS, the latter of whom, at least, it must be presumed, knew what the intention of the law was.

W. H. POWELL, Sup't of Pub. Ins.

[NOTE.—In the decisions of this department published in the January number of the *Teacher*, it was stated that township collectors were entitled to two per cent. upon the two-mill tax, and three per cent. upon all other school taxes collected by them. The decision was wrong. They are only entitled to two per cent. upon all school taxes.—W. H. P.]



# ILLINOIS TEACHER.

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## PHYSIOLOGY OF EDUCATION.

BY DR. E. R. ROE.

IF any one doubts that education has its physiology, and is just as much subject to physical laws as if it pertained to the body instead of the mind, let him lend me his ears while I attempt to demonstrate it.

The body is not only the tenement of the mind, but a portion of the body—the brain and its appendages—is in an especial manner the agent and organ of the mind, by which alone mind can manifest itself in its present mode of existence. This is a truism admitted by all; but very few are fully aware of its logical consequences. If the mind can only work by means of the brain, then all manifestation of mind must depend on the *condition* of the brain. The brain is subject to the very same physiological laws as other parts of the body; and the education of the mind is, in a proper sense, therefore, only the development or education of the brain. Education consists in *drawing out* or developing the faculties by which the mind manifests itself; the perfection of any and every mental manifestation depends upon the healthy development and condition of the physical organs of its faculties; and it follows, necessarily, that education is truly a physiological process.

Do not misunderstand me: I do not teach materialism; but the study of mind itself forms no part of my present object; nor will any reference be made to that form of spiritualism which teaches that the mind may act in this life without the intervention of the body. Physical laws, physical facts, the tangible and demonstrable alone, are to be examined.

It has been usual to characterize the body—that ‘temple where a god may dwell’—as a ‘vile body’, a prison-house of

the soul, and a clog upon its noble powers. It is a foul aspersion! It is a most glorious body, 'wonderfully and fearfully made'; the most perfect living machine which ever came from the hand of the great Artisan, God. Nor is it improper to call it a machine. Man as an immortal being is no machine; but that wonderful mechanism by which in this life he manifests all his faculties *is* a machine, made of matter only, and subject, like the works of his own hand, to the physical laws. How like a god sits the immortal mind, guiding and governing the wonderful mechanism by means of the brain and nervous system! And how like a machine, as it is, the body obeys its behests.

Let us examine the laws which govern its action.

Its forces are chemical forces; and its very life depends on the chemical action of the 'breath of life', breathed into his nostril when he 'became a living soul'. He can not move a limb, or move a muscle, for any other purpose, without the agency of the vital oxygen. Without it he can not digest his food, circulate his blood, hear a sound, see a sight, or feel an emotion, or think a thought: every possible action requires the *consumption of material*, just as in any other machine. The great agent in this consumption of material is oxygen. As in the act of combustion in the fires of a locomotive, it consists, of course, only in the chemical union of oxygen and the elements composing the body. When you teach a pupil a new fact or principle, your brain not only acts in a figurative sense, but actually *moves*; and if the pupil learns any thing from your teaching, *his* brain moves also; or you gain nothing by merely *telling* him a new truth, unless you also succeed in making his brain repeat the action of yours. Education even of the mind, therefore, is a physiological process, and is just as dependent on a wholesome supply of oxygen through the lungs as is the fire of a locomotive on the same supply through the fire-grates. It follows that the development and healthy condition of the lungs are an essential element in all education; for every thought and emotion requires a union of oxygen with the material of the brain.

But another function of the body, equally as essential to thought as respiration, is the circulation of the blood; for this not only supplies the material which is constantly consumed by thought, but it also brings the vital oxygen to the brain, as to the whole body, ready to do its office in every function. More than this: it removes the *ashes*,—the used-up material,—leaving the delicate machinery unlogged for future action. A strong and vigorous heart, arteries, and veins, are therefore necessary to the education of the brain.

But the blood itself is eliminated from the food in the stomach. If this be deficient in the elements which compose the brain; or if the stomach and its appendages in the blood-producing function are feeble or in ill health, the brain must suffer;

for it can only think by the consumption of material furnished by the blood. Wholesome food and a healthy digestion are then a prime element in education.

And now, having glanced at the dependence of the brain on the other chief organs of the body, we are prepared to understand in what education consists.

Education consists in developing the brain in health and vigor, increasing its facility of action, and training it how to act.

The healthy development of the brain and its appendages depends on the same physiological laws as do all other portions of the body; the most important of which is exercise. Were the infant's eye kept for ever in the dark, it would never perfect its structure; were its muscles never used, they would lie along the bones in useless paralysis. Seeing induces consumption of material; consumption induces supply, and supply is proportionate to the demand. So of the muscles, and of the brain also. Thoughts and emotions require consumption of material: this induces supply, and the supply is in proportion to the demand. To develop and invigorate the brain, therefore, we must induce the development by thought.

Facility of action, the second object of education, is attained by the very same means—repeated action. For repetition not only gives strength to the organ of any faculty, but, by inducing a greater supply of blood, increases the power of the vessels carrying the blood; and the reaction of the brain and blood-vessels under this healthy exercise begets facility of action. This facility we call habit; and it may exist to such a degree as even to induce spontaneous action against the consent of the will. How many students, after long, laborious attention to a particular study, have tried in vain to still the excited brain, which *would* think on, in spite of their efforts to stop!

Training the brain how to act is the most important part of the teacher's art. But it is governed by no peculiar law. Repeated action in the very way you wish it is the only rule. When you wish to educate the fingers to perform on the piano, you do not put a flute into the pupil's hands: you place him before the key-board of a piano; and you see that he touches the proper keys, again, and again, and again. He might sit and see *you* touch the keys, even for years together; but, though he might *understand* how it was done, he could not do it. So with the pupil in literature and science. It does but little good to *tell* your pupil what you desire he should learn, unless you succeed in making him *think the same thought*, and his brain perform the same action as yours. When he has done *this*, he has had his brain developed and trained in the same degree. Make him think the thoughts he *should* think, and feel the emotions he *should* feel, and you have trained him to some purpose; for your training is now inwoven in his brain.

This is physical education of the brain—the only kind of ed-

ucation I pretend to know any thing about ; for while the mind exists in the present form of being, its faculties will be subject to the physiological laws which govern its special organs, and the whole body.

I take it for granted that most of you are familiar with these principles ; that you even believe them. But it is with too many a dead faith, without works. It is not rarely that we find teachers who act as if they believed the body were immortal as well as the mind. I have been in school-houses where the air had become so impure that a candle would burn blue in it. The air was loaded with carbonic acid, producing drowsiness and dullness among the pupils, and demonstrating the previous dullness of the teacher. The brain must have fresh air to think brightly, as much as a candle must to burn brightly. Others act as though they thought they could with impunity rob the rest of the body of its substance for the sake of the brain. I know a very marked example,—and it makes me feel sad to think of him,—in a teacher with a noble mind, whose brain is literally consuming his body in the vain endeavor to perform the herculean tasks to which it is subjected. Week after week, almost without intermission, he is either engaged in teaching or poring over his books, even at the dead of night, when his CREATOR intended that he should rest. His feeble body is wasted almost to a skeleton, his appetite and digestion have failed, his eyes have become bloodshot, his whirling brain has become morbidly active, until it *can not* rest, even when he is willing to let it. The overtasked brain has drained the other organs of the body of their sustenance, monopolized their vitality ; and in a few short years, at farthest, he will fall into a premature grave, a victim to his vain attempt to defy the laws of the body.

It follows, from the dependence of the mind's special organ, the brain and its appendages, on the rest of the physical system, that education, to be rational and consistent, requires the healthy development and support of the body, also. The brain is a material organ, and depends upon bread-and-butter for supplies, as much as do the muscles and the stomach. And he who furnishes the great fountain, the stomach, with unwholesome or deficient food, must impair the functions of the brain in the same proportion. Not only so, but digestion, also, has its laws ; and the stomach itself is influenced by the laws of development—it may be *trained* to its duties, like the hands or the lungs. So of the lungs. They are the great fountain for supplying the whole system with the vital oxygen ; and if they be unhealthy, deficient in volume, or hooped in iron and whalebone, the brain, in common with the whole body, suffers for want of the vital air. And teachers, above all others, should understand the education of the lungs ; for not only their own health is dependent on a healthy and vigorous respiration, but they are also respons-

ible for the welfare of the pupils committed to their charge. In the United States that responsibility has become fearfully great; for in no other land under the sun are the laws of physical development so grossly violated; and in no other has there ever been such rapid deterioration of a race as here. Distorted limbs, curved spines, contracted chests, broken-down voices, rotten teeth, failing eyes, consumption, dyspepsia, neuralgia, insanity; shoulder-braces, supporters, inhalers, pectoral syrups, and catholicons, are the order of the day. *Home* has become a hot-bed of disease. The old-fashioned, self-ventilating fire-place has been supplanted by stoves and air-tight rooms. Out-door exercise has been superseded by in-door study; and in the cities and large towns the whole community appears to act as if the brain were the whole man, and that immortal! Were it not for the supply of healthy constitutions which the back-woods and the rural districts furnish, the race would almost become extinct.

To one who has contemplated this sad state of things in a proper aspect, it is a matter of just exultation to see so many fine, hale and healthy forms as make the present class at the Normal University. And even here, in this assembly, there are more healthy-looking and well-developed female forms than I have seen for years before. It argues well for education in Illinois, when the best *bodies*, as well as the best minds, have the care of her schools. But you may as well realize the fact now: *you* have to watch over the material as well as the immaterial natures of your pupils. From this time forward there will be less and less attention to physical education at home, and the responsibility will fall more and more upon the teacher at school.

The perfection to which the methods for developing the mind's special faculties have now attained is a proud triumph of the age; though I am sorry to have to add that this applies more to the intellectual than the moral nature. Let the dependence of the mind upon the brain and of the brain upon the rest of the body be fully realized, and a system equally effective for the latter may be attained. But it will require thought, labor, and system, just as all education does. In the schools, and only in the schools, it will succeed; for all branches of education will soon be transferred from the domestic fireside to the school-room. I repeat, then, physical education *must* be taught in the schools. Nor am I ignorant of the fact that you can find no text-books on the subject, properly adapted to the use of schools. But principles must supply the place of books: they are few and simple; and duty and interest both require that the teacher should know and apply them. This is not the only subject in which the age has got ahead of its books; but time and a demand will soon supply the deficiency.

This is neither the time nor the place to present details of

any system of physical education. I can only suggest that system itself is the basis of this, as of all education. Dancing is *tabooed*; ten-pins may be misused; wood-sawing, which is better than either, is *work*; singing, as a pleasant recreation, but especially as a means of developing the lungs, is already beginning to be appreciated.

As a drill-system for physical development, experience has shown that military exercises have produced the happiest results. Seldom do we see such vigorous and manly forms as come from West Point, and other military schools. But other systems may be adopted, which have not the odor of blood about them. The main thing is *drill*. Classify your pupils in exercise as in study; let them move together at the word of command; get the benefit of association and emulation; and if it be only in marching and contermarching, good will be accomplished.

Of course, I need not insist on your regarding the harmless *play* of the little ones as almost sacred. God himself has implanted the disposition to play, for a wise and beneficent purpose; and it is absolute sin to decry the sports and amusements of childhood, as is too often done. Play, like the first flutter of a young bird, is the experimental exercise by which the young prepare for the bolder flights of manhood. Let them flutter and chirp and skip through the short childhood, which now lasts only ten or twelve years; dignity, care and disease will come soon enough at best.

A few words on the moral aspect of this subject, and I have done.

The laws of health and the principles upon which physical development depend were established by the same beneficent Being who announced the law of his moral government from Sinai; and the obligations to obey the former can only be less than the duty to observe the latter, as the body is less noble and glorious than the immortal nature. And even this difference disappears when we observe the entire dependence of the immortal upon the mortal man. It is, therefore, a high moral obligation on the part of every individual to know and to obey the laws of his physical being. But especially is this duty obligatory on all who have the welfare and happiness of others under their control. The law-giver, the religious minister, the teacher, and the parent, are under peculiar obligations to study, to teach, and to observe the principles of physical education.

The physiological, as the moral code, has its penalties also, as well as its rewards; and they are penalties which will be inflicted so long as JEHOVAH remains the God of truth. Repentance will not avail; for the penalties are self-inflicting: and he who does not acknowledge his moral obligation to obey the laws of his being must expect to suffer the penalties, 'even to the third and fourth generation'.

I am done. If I have awakened your earnest attention to this too-much neglected but important subject, I have my reward.

[Delivered before the State Teachers' Association, and by request of that body written out for publication in the *Teacher*.]

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J O S I E .

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BY ARTHUR A. CLOYES.

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I WANDER in the happy Past, and once again thy features  
 Arise before me, fair and sweet as in the days of old,—  
 O happy days! when Hope and Love were yet our only teachers,  
 No darker cloud of coming years had o'er our spirits rolled;  
 'T is now the dreary winter time, and thou art far away;  
 Hast thou forgotten when we roamed amid the flowers of May?

'T is very long since we have met, and now I often wonder  
 What you are doing, as the days of Winter glide away:  
 Are all the ties that bound us once now scattered wide asunder,  
 The friendship of our childhood vanished like a Winter day?  
 Sleeps it beneath the desert sand, like fallen Babylon?  
 Has it passed away for ever, like the towers of Ilion?

My path is 'mid the tempest, and upon a stormy ocean,  
 With no light upon the billow—no trusting hand in mine;  
 Yet some times I hear sweet music, that wakens deep emotion,  
 And silently I listen to the melody divine;—  
 Then, swift-winged as the angels sailing down the twilight blast,  
 Around my heart, like snow-white doves, come memories of the Past.

The desert has its oases, the ocean blue its islands,  
 Green spots amid the billows of the water or the sand;  
 The earth has lofty mountains, and full many cloud-capped highlands,  
 Whereon we stand and view afar the beauty of the land;—  
 And thy friendship was to me like an island of the sea,  
 And, like the weary dove, my heart still wanders back to thee.

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EVERY teacher must have his own method; he must have created it with intelligence for himself; otherwise he will not be successful.

HERDER.

## AUXILIARY COUNTY SOCIETIES.—NUMBER II.

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IN a previous article I urged the propriety of reconstructing the State Teachers' Association in such a manner that it be composed of delegates from county associations. I suggested that these county societies be represented in proportion of *one* to every *ten* members. I presented several arguments for such revision. After a perusal of the Constitution, I find that but few alterations are necessary to be made to secure all the benefits of this system of representation, without doing violence to the spirit of the present Constitution.

If the State Association becomes the centre of the educational forces of Illinois, the avenues to and from it should be as direct and perfect as possible. Such a system of representation would afford greater facilities in all that pertains to the pecuniary business of the Association. Funds must be raised to carry on operations. No method of taxation, in such a body, is less objectionable than according to representation. If a certain amount is assigned to a county association to be raised, every member will be interested to sustain his own reputation for liberality, and that of the association to which he belongs. Pride and patriotism will secure energetic action. Let the society declare, by direct vote, whether it will pay this amount or not. If the proposition is voted down, still some members will pay a small amount. Each one of these donors will become advocates of the proposed measure, although it was lost. Attention will be arrested and discussion elicited; which is better, at least, than indifference. But if a majority is obtained in favor of a given measure, power is gained. Any amount, however large or small, is more valuable coming from an organized body than the same from an individual. By this action the subordinate society pledges this sum permanently. When returns have been estimated, the Finance Committee would have data upon which they could safely build plans. The reliance upon individual benevolence is uncertain. The liberal may fail to give; but the society which is actuated by right motives will give regularly, if only in small quantities. The probability is that it will increase in its liberality. It is quite as certain that an individual, sooner or later, will cease to give altogether. But munificent benefactors may be found, in addition to these constant supplies, whose liberality may enable the State Association to carry on its works of benevolence and progress constantly and energetically. But now, as the sources of revenue are small, there may be a



deficiency, and a consequent failure to meet liabilities. Suppose there is an appeal made to the individuals of an association. If they fail to provide, the society must diminish expenses, abandon enterprises begun, or resort to agents to canvass the State for funds. On the other hand, if the counties have organized, the State Association can appeal directly to the officers of the auxiliary societies, and through them to the members. Thus you accomplish with ease what an agent fails to do, or what he does with difficulty. By this system of subordinate societies, a constant revenue may be received by the State Association, by which all its various enterprises may be carried on with ease.

The *Illinois Teacher* is one of the most important agencies which the State Association has set in motion, to revolutionize the educational interests of the State. Might not the usefulness of this journal be greatly increased were the basis of representation by county delegations adopted? Let us see. The *Teacher* is the organ of the Association. The Editor is one of the officers of that body, and is chosen annually. The member who is elected to this position is not only honored, but he is placed in a position to be eminently useful. But the good he might do the manner of procedure is calculated very imperfectly to accomplish. In addition to all the literary labors of an editor—the deciphering of obscure manuscripts and ‘dark sayings of old’; the arranging, the collating, and pruning of documents; the legionary cares and duties of such a position—the *entire pecuniary* responsibility of the journal is imposed upon the Editor. But he was elected to serve the Association, and *publish* he must, no matter what may be the consequences. The first month’s issue is a trial number. He knows not how many may be returned. For several months he is left in doubt and uncertainty. As he holds his office for one year only, he has scarcely matured his plans and entered upon the successful execution of them, before he becomes a candidate again for the suffrages of the Association. If he has no rival—if, from the narrow sphere of a teacher, he has distinguished himself as an able editor—he is reelected. Just so far as these considerations, or any one of them, are sources of anxiety, just so many reasons exist why such burdens should be removed. If the *Teacher* is the organ of the Association, it ought to be supported by that body in its corporate capacity. Let the Association guaranty to the Editor a liberal *salary*. Then he is released from all care save that which pertains to the character of the journal. His whole time and energies should be exerted to improve the literature and to extend the usefulness of the *Teacher*. Now his attention must be divided between these objects and pecuniary considerations. No man should risk more than his reputation in serving the Association. Such risk is equivalent to its honors. To relieve the State Association from responsibility, the subordinate societies should instruct their delegates to subscribe for

a definite number of copies of the journal. The pledges should be based upon the actual subscriptions of members within the county. Thus those whom the journal is designed to benefit become the securities for its support. If the income should overpay the whole expenses,—the salary of the Editor and the expenses of the publishers,—let the surplus go into the treasury of the society. If it falls short, let the deficit be made up by the Association—at least, let it not fall upon the Editor. It may be replied that there is no danger of pecuniary losses, since the journal is established. But it should be so endowed that the Editor be not exposed to such a contingency; not so much because pecuniary losses are so great calamities, as because the Organ of the Association will be more efficient and more useful when the whole energies of the Editor are given to improve its literary and moral character. Energy and talent have been shown in conducting the journal. Such we believe will be its future history. But it is due the Editor, at the hands of his friends, that the most favorable circumstances be secured for the discharge of his duties. It is much more just for the Association to secure a salary to him, relying upon one hundred and one counties for support, than for the Editor, singly and alone, to rely upon the individual teachers of these counties. Now, one risks largely for the many. Men have been found, and may be, who have cheerfully assumed this risk for the good of the cause. But, certainly, if a majority of the Association be found to place the journal upon a new basis, a minority would submit. As the *Teacher* is a constant power, exerting its influence when the Association is not in session, it ought to find its way to every district in the State. The plan proposed will be found the most effectual in securing such a result. At the same time the circulation of the journal is increased by pledging support from the State Association, the Editor is relieved from pecuniary responsibility—the former a most desirable object to be attained, while the latter can not be objectionable. The enlargement of the *Teacher*, which has been proposed, would then be safe, as it is desirable. We ought to have a journal which would embrace topics not only peculiar to the profession, but those of a more general character. We should then command respect and attention in other circles besides teachers, and beyond the limits of our own State.

Another instrumentality, of similar importance to the *Illinois Teacher*, is the State Agent. He is elected by the Association, and is one of its officers. His salary is now secured by the liberality of a few gentlemen of the Society. The same arguments may be urged, with equal propriety, why his salary should be secured by the Association instead of individuals, that have already been presented. The principle involved is the same. The Association should control the movements of the Agent according to the necessities of the counties. His first duties should

be to organize auxiliary societies. His labors are needed *most* where there is *least* interest. But those counties are least disposed to pay for the services of the Agent, if they are not the least able. This is an argument why the Association should secure his support and direct his movements. Now it is expected that those counties which shall have received the labors of the Agent will raise a certain amount for such services. This is right. Members could not afford to secure his salary were this not the case. But this could be required by the Finance Committee of the Association, to relieve its liabilities, with the same propriety, and with more uniformity than it is now, by the same committee to relieve individual securities. The Association having resources at hand, it would not be influenced by the contingency of receiving compensation should the services of the Agent be needed in a particular locality. If, in addition to the present sources of income, a certain amount should be given yearly by the county associations, funds might be had to set in motion other agencies, or to make more efficient those already in operation. The labors of another agent could well be employed to develop what is to be done and what is contemplated. Now, should the agent spend three days in each county, the whole year would be consumed. Little could be done in establishing a permanent system of operations in so short a time. The services of one agent are needed north of the capital of the State, and of another south of that place. School-houses are to be built; teachers are to be stimulated to a juster appreciation of their duties and their profession; school-officers and the people generally are to be enlisted in the work; and county societies are to be organized. All these subjects must be discussed. The voice of the Agent should be heard in every county in the State. The labor of two or three days in each will not insure the desired results. We need an enlarged *Teacher*, and more than one agent, to keep these enterprises before the people. But whatever is done, let it be done by the Association. As it is now, the importance of education is acknowledged, but little action is had. Nothing is done in the districts, because there is no well-organized system of operations; nothing is done in many counties, for the same reason; and hitherto, the power of the Association has been but little more than to discuss and advise—to resolve, and then to adjourn. But we need such an organization that the whole system may be in operation when the Association is not in session; so that when we convene it may be a meeting of joyful greetings and congratulations.

The importance, if not the necessity, of this system of representation is evident, whether particular or more general views are presented.

The Constitution of the State Association contemplates the organization of county societies. But what avails such action unless each be formed in harmony with every other society,

and the whole in union with the State Association? Those counties which have organized are independent. On the contrary, each society should adopt laws in harmony with, and violating none of, the fundamental principles of the State Constitution. Each should be but integral parts of one whole. The State Association, as a centre, would then influence the subordinate societies, and bind together the whole with potent but invisible forces. The outward influences of the Association have been comparatively small, because representation has been partial. But should all the counties organize and become auxiliary, its influences would extend to one hundred counties, while it would be influenced by the same number. Now, the measures of the State Association are advisory. Then, its action would be by authority almost equivalent to law. Now, as membership and representation is individual, the Convention is subject to great fluctuations in attendance. Should large numbers cease to coöperate, the spirit and business of the meeting would be materially affected. But when the counties are represented by delegates the attendance will be constant. These auxiliary societies will remain as long as the necessity for Teachers' Associations continues. Individuals may change location or profession, but counties are permanent. The published list of members at the last Convention shows an average of only three or four to each county. But if the basis of representation proposed be adopted, the smaller counties will send as many delegates, *each* representing the interest of *ten members* at home. Would not the influence of the Association be proportionally increased? Would not its action be more energetic and more reliable?

There is something unique and beautiful in a system which promises the most direct influence upon teachers and school-officers, the greatest efficiency to county societies in their associate capacity, and facility to the operations of the State Association, embracing the wisdom and the talents of the whole. So that, whether viewed in respect to the transaction of business either *in* or *out* of the Association, or in respect to moral influence, this system of representation embraces all the elements of power to a much greater degree than the present individual one. If these things are so, let measures be entered upon, at once, to secure so desirable results.

J. L.

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ANTIQUITY.—The Jewish Rabbins say that there were schools among the Hebrews before the flood. They make ENOCH and NOAH teachers, and state that MELCHISEDEC kept a school at Kirjathsepher. ENOCH, as his name (signifying *taught* or *disciplined*) might seem to intimate, was evidently a teacher in the purest sense of the term.

N. H. Jour. of Education.

## A P H O N E T I C N U T .

At a recent examination in one of our Western graded schools, a class of thirty-six voluntary candidates were undergoing inquiry preliminary to passing into a higher department. In the course of a short spelling exercise, in writing, the single word *erysipelas* was rendered in the following ingenious and original forms:

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|------------------|---------------------|---------------------|
| 1. Errisipelis,  | 11. Aracepolous,    | 21. Erysipelis,     |
| 2. Erysipeless,  | 12. Errisypelas,    | 22. Erisipalous,    |
| 3. Errysypelus,  | 13. Eresypilus,     | 23. Erecipolus,     |
| 4. Erusypolis,   | 14. Erresey, olous, | 24. Errecipelas,    |
| 5. Erecipelis,   | 15. Erecipylas,     | 25. Eresypelas,     |
| 6. Erysipelis,   | 16. Eresipilous,    | 26. Erecipolis,     |
| 7. Erisipolous,  | 17. Errisipilus,    | 27. Erresipolus,    |
| 8. Arecipelas,   | 18. Errecipilous,   | 28. Errisipilous,   |
| 9. Erissypelous, | 19. Erecipolous,    | 29. Aracepalous,    |
| 10. Erisypilas,  | 20. Errecipilus,    | 30. Erisipillis,    |
|                  |                     | 31. Erricipieliss.! |

In the entire list, copied *literatim* from the originals, we defy any one to find any two spelled precisely alike. Had the class been large enough, we should probably have been able to have furnished the entire 3,628,800 permutations of which the original word is capable! Of the entire class, only *four* spelled it correctly, and *one* was sensible enough not to undertake it.

To the classical scholar, what a rich field is here opened for tracing the derivation of the different forms as undoubtedly conceived in the fertile minds of their authors! No. 1, though not admitting of an easy analysis, is yet interesting as the index of a bold originality of no common mind. Under such a leadership, what may we not expect from the followers? No. 2 appears to be the comparative, of the decreasing form of comparison, of the obsolete adjective *erysipe*. No. 4, *Erusypolis*, is evidently of Greek derivation: *polis*, the city, *Erusy*, of Erusus (as *Gallipolis*, *Philopolis*, etc.), or, as we find it in No. 26, *Ereci*, of Erecus. Next we have Nos. 8, 12, 24, 25; 15, 10; 17, 20: *pelas* (Gr. *near*), i.e., the country round about Arecum, Errisum, Erecum and Eresum; *pylas* (Gr. *the gates*), of Erecum and Erisum; *pilus* (Lat. *pilum*, the ball), of Errisum or Errecum. In Nos. 22 and 29 we find (*vide* antique English Reader, under Def. of *A-c-e-p-h*) *Erisip*- or *Aracep*- 'a louse without a head'. Nos. 7, 11, 14 and 19 present the same idea slightly intensified: as *Erisip*-, *Aracep*-, *Errescy*- (author too much exhausted by previous part of the word to put in the *p*), and *Erecip*- 'O louse

without a head'! The perpetrator of No. 30, *Eresipillis*, is undoubtedly a youth of Esculapian turn of mind, while his fellow martyr, No. 31, finds the *pie* principle strong within him, even in his hour of extremest trial!

But enough. In conclusion, we modestly submit to the advocates of the Phonetic system this query: If a small class, spelling one word by sound, arrive at such diversely absurd results, may we not hope for a blissful *cacographic* confusion at the ushering-in of the great Phonetic Millennium? N.

[We are greatly amused with the above, but think our Phonetic friends will respond, yankee fashion, by another question: If, under a system (so we graciously style the chaos) in which spelling and pronunciation are utterly divorced,—there being less than fifty words in the language spelled as they are pronounced,—a class of pupils can come to such delightfully heterogeneous results, why may we not hope for better things from training children to analyze words into sounds and connect each sound with a single character? Our view of the logic of the matter is such that we expect to see the phonetic journals quoting the above incident as corroborating their arguments.]

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#### EMULATION IN SCHOOLS.

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AMBITION has been called the last infirmity of noble minds; yet how often is it the first impulse to their nobility! A generous emulation acts on the mind like the fairy in the legend of romance, who guided her votary amid innumerable difficulties and dangers till she led him to happiness. To awaken the pupil's ambition should be the first object of the teacher; for until that be awakened he will teach in vain. This is the reason why so many eminent men have passed through school with so few honors, and afterward have won so many from the world. They have been the 'glory of the college and its shame'; and not until their energies were aroused and their ambition stimulated by the stirring strife of the world, did they exhibit those faculties which have made memorable an age or a country. Had not these men genius at school? Certainly! It was only dormant, like the strength of the sleeping lion. And many boys have been thought dunces at school, because their teachers had not penetration and sagacity enough to discover and develop the latent spark of intellect within them.

SWIFT's college-mates and teachers thought him a dunce at the very time that he was writing his 'Tale of a Tub'—the rough draught of which he then showed to his friend and roommate. The 'Tale' was not published until many years afterward. He got his degrees at college by the 'special favor' of the faculty, as it stands recorded in the archives. It appears he would not read the old works on logic, but preferred laughing over RABELAIS and CERVANTES. His teachers did not understand his character. They should have studied it, and then they could easily have controlled him, and have prevented the lamentation on his part, in after days, that he had thrown away eight years of his life. Let those youths of talent who may have acted as SWIFT did remember what Dr. JOHNSON said of him, viz., that though he had thrown away eight years of his life in idleness, he was determined not to throw away the rest in despair. Doubtless some young man who ran away with all the honors of his school, when SWIFT was his class-mate, as easily as all the honors of the world afterward ran away from him, used to quote SWIFT as a proverb of stupidity; but it was this after-resolution of SWIFT's that gave him the world's honors, and perhaps a want of spirit to follow up the honors acquired at school that caused his competitor to lose them.

One of BYRON's teachers pointed to him one day, saying, "That lame brat will never be fit for any thing but to create broils." Poor BYRON, it is true, had great talents for creating broils; but Doctor DRURY, another of his teachers, discovered that he had talents of a far higher kind, and successfully sought to awaken his emulation. It is pleasing to know that, though BYRON was always satirizing his other teachers, and setting their authority at defiance, for Dr. DRURY he entertained the highest respect, and has so expressed himself in language that will not die.

When SYLLA was about proscribing CÆSAR, some one asked him what he had to fear from that loose-girdled boy. "In that loose-girdled boy", said he, "I see many Mariuses." CROMWELL's associates thought him a foolish fanatic; and it was his kinsman, HAMPDEN, who discovered his capacity, predicting that he would be the greatest man in the kingdom should a revolution occur.

We all know the history of PATRICK HENRY. He gave so little promise of mind, that when he went to be examined touching his qualifications to practice law, one of the gentlemen appointed to examine him absolutely refused the duty—he was so struck with the unpromising appearance of the applicant. Yet, but a short time afterward, HENRY made his great speech in the 'Parsons' case'. His talents were so little known, even to his father, that the old gentleman, who was one of the judges, burst into tears on the bench; while the people raised their champion on their shoulders and bore him in triumph through the streets. How much sooner would have been the develop-

ment of HENRY's mind if his emulation had been earlier aroused, and a fit opportunity had been given him for display. And when he was driving the plow, or officiating as the bar-keeper of a common tavern, or roaming wild through the woods in pursuit of deer, if he had met with a teacher who could appreciate his abilities, who would have taken him by the hand, assisted him in his studies, excited his ambition, talked to him of the immortal names of history, and cheered him on to emulation, we should now look back upon him, not only as our Demosthenes, but his own glowing pages would have been the best monument of his renown.

Dr. BARROW's father said that if it pleased the Lord to take any of his children, he hoped it would be ISAAC, as he was fit for nothing but to fight and set two dogs fighting. Nevertheless, when this ISAAC grew to manhood, and his emulation was awakened, he was thought in mathematics to be inferior only to NEWTON, and was the greatest divine of his age.

Dr. PARR, the celebrated teacher, who used to boast that he had flogged all the bishops in the kingdom, and who, whenever it was said that such and such a person had talents, would exclaim: "Yes, sir; yes, sir; there's no doubt of it—I have flogged him often, and I never threw a flogging away"; this reverend gentleman was remarkable for discovering the hidden talents of his pupils. He was the first who discovered SHERIDAN's. He says: "I saw it in his eye, and in the vivacity of his manner, though, as a boy, SHERIDAN was quite careless of literary fame." Afterward, when RICHARD felt ambitious of such honors, he was thrown, as Dr. PARR says, 'upon the town', without resources, and left to his own wild impulses. This, no doubt, was the cause of many of SHERIDAN's errors and wanderings, which checkered the whole of his splendid but wayward career. A teacher wanting the observation of Dr. PARR might have concluded that because SHERIDAN would not study, and no inducements could make him apply himself, he wanted capacity. This was the case with Dr. WYTHE, his first teacher, who did not distinguish between the want of capacity and the want of industry. It appears from the exploits of the 'apple-loft', and the partiality which SHERIDAN's school-mates entertained for him, that he was more ambitious of being the first at play than the first at study. SHERIDAN had not then verified the proverb of 'good at work, good at play'; but it often happens that he who wins the game among boys afterward wins the game among men, when there is a far deeper stake, and when, too, there is not half so much mirth among the losers, and, alas, not half so much happy-heartedness with the winner.

There are few young persons who do not feel the thirst of emulation—the panting to reach the goal—when once their faculties are aroused by an appreciative teacher. They forget how many have fallen in the race; how many have been pushed



aside by the strong and determined, who, in their turn, have shrunk from those of higher powers. How much circumstances have done—circumstances which seemed but a feather, wind-wafted any and every where! How often the best-laid schemes, the profoundest plots, the most cunning contrivances, have passed away like the bubble on the stream, or turned to the ruin of those who were exulting in their handiwork! How often the best talents, adorned with every virtue, have fallen before inferior talents, disgraced with every vice! Yet, nevertheless, the development of the talents and character of those who have struggled through difficulties and danger to eminence and power is interesting and instructive, no matter whether the individual used good or bad means to attain his ends. And if interest attaches to him who struggles ardently in a bad cause, how much more does he excite who struggles nobly in a good one! Our WASHINGTON, no doubt, in contemplating the action of CÆSAR and CROMWELL, felt that if they dared so much for mere selfishness, he could dare more for patriotism; that if they pledged life and fortune for their own success, he would pledge 'life, fortune and sacred honor' for the success of his country. Besides, to show to aspiring ambition the rock on which so many split, victims to unhallowed passions, is as salutary as the Spartan's practice, when he exhibited his intoxicated slave to his sons, that they might shun the beastly vice to which the menial was a victim. And again, to show, on the other hand, the undaunted perseverance with which so many great men have struggled in a good cause, is to lead by the hand the unsteady and the wavering until their foothold is sure. A great author used to observe that, whenever he sat down to write, he always placed the Iliad on the table open before him; "For", said he, "I like to light my taper at the sun." And certainly, the actions of an illustrious individual may be said to be a great moral luminary, from which all who choose may borrow light. That which elevates us above the brute, which does us service, is moral energy; which, like the fabled gift of the alchemist, extracts gold—golden rules, at least—from every thing around us. It determines us in the pursuit of that which we seek, with the spirit which may become a man.

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THE CREATOR, be it remembered, has designed the first thirty-five years of human life for the development of the physical system. For thirty-five years the creative power exceeds the disorganizing power. Day by day, during the whole of that period, man might, by constant obedience to the CREATOR's law, be growing stronger and stronger, throughout his entire organization. Let these facts be considered, and then reflect what man's prime might be, and what it too frequently is.

HOPLEY.

## NATURAL HISTORY.—NUMBER I.

THIS grand division of Science includes several departments, viz.: Botany, Geology, and Zoölogy, which also includes Mammalogy, Ichthyology, Conchology, Herpetology, Ornithology, Entomology. These relate respectively to quadrupeds, fishes, shells, reptiles, insects, and birds. Physiology and Anatomy underlie every department of Zoölogy as well as Botany; for their office is to exhibit the construction and normal action of the machinery which is impelled by the life-principle.

Geology, on account of its various relations, may be ranked among the divisions of Natural History; for a geologist must not only understand the elements of matter composing every rock formation, and the nature of the forces which are constantly at work, but must also be familiar with the orders of fossil plants and animals, which, in myriads, are preserved in the herbariums and sepulchres of past ages. Hence his pursuits are closely linked with Botany and Zoölogy.

Philosophy and Chemistry relate to Natural History as the ultimate basis on which they rest. They are the studies of physics, general and particular: one investigating the phenomena of perceptible, the other of imperceptible distance. In general we may say that Philosophy and Chemistry relate to the elements and forces of matter; while Natural History deals with matter whose forms and motions have been and are arranged by the Power of Life. The reader will readily perceive the difficulty of making absolute distinctions in the various departments of Natural Science, on account of the *commune vinculum*, or bond of union which relates each to all the others. Hence it is that one view of nature prepares us for and leads us on to another view, in order to a completion of the first. Hence, too, the impossibility of being an adept in one branch without being a proficient in other branches of science.

Although Natural History, thus divided and subdivided, would seem to present fields of limited extent for research, yet many eminent men have devoted years to the study of a single department. CUVIER, though learned in many walks, and the most celebrated savan of his time, was conspicuous for his study of fossils. HUM-BOLDT devoted his life to the investigation of general laws, and carried on the pursuits of particular branches only with a view to general results, which he has embodied in his *Cosmos*, whose grand plan and scope he had arranged fifty years before writing the first chapter. AGASSIZ, the most learned naturalist of our time, has devoted years to the study of fishes; and for a few

years past has been studying turtles, to which he has devoted two large volumes of his great work. His especial department is the study of embryos, which he contends is the true basis on which to reconstruct the whole fabric of Zoölogy. OWEN has grown gray in the study of Comparative Physiology, and was so skillful that from a single hair he could construct the animal on whose surface it grew; from a scale he could restore a fish; or a quadruped from a tooth or a bone. HUBER studied bees, and GRAY is devoting his life to the study of plants.

In the future numbers of the *Teacher* we purpose to present more particularly each of the above divisions in a series of articles, giving the principles of classification, and also hints to aid in their study.

Illinois is filled with riches for the student of nature. For the assistance, therefore, of those who may wish a few simple directions for collecting and preserving specimens, the following items are given, selected mainly from the circular of the Smithsonian Institution at Washington:

I. PLANTS.—The collector of plants requires but little apparatus: a few quires of unsized paper of folio size will furnish all that will be needed. When on an excursion on the prairie or in the woods and marshes, the specimens, as gathered, may be placed in a port-folio of paper until reaching home. About forty or fifty sheets of paper should be put into the port-folio on starting out. Common news paper folded 8vo. will answer every purpose. Put the specimens of each species in a separate sheet as fast as obtained, taking a fresh sheet for each additional species. On returning place these sheets between absorbent drying papers in a press made by two pieces of board, eighteen by twenty-four inches, with a few heavy books for weights, which should not exceed twenty or twenty-five pounds. The next day the driers may be changed, and those previously used laid in the sun to dry; this is to be continued until the plants are perfectly dry. Place in each sheet a slip of paper having the name of the locality written upon it; record the day of the month, locality, size, color of flower, fruit, etc. Collect, if possible half-a-dozen specimens of each kind. Always be provided with a tin or wooden box for collecting land shells, which is part of a botanist's duty. A collector should also be provided with a supply of envelopes, large and small, for minute plants, seeds, and mosses.

II. MINERALS AND FOSSILS.—In collecting these little advice is required. All the preparation needed for preserving such articles consists in wrapping the specimens carefully in paper, each by itself, with a label for the locality, and packing so as to prevent rubbing. Crumbling fossils may be soaked in a solution of glue. Fossils of all kinds should be collected—from a mammoth to the minutest crustacean. Large varieties can be found in all the lime and coal formations of the State, along the banks and bottoms of creeks and rivers, and often in the open

fields. Minerals and specimens of rock for cabinet purposes should be cut to five by three inches of surface, and one to two inches thick.

III. INSECTS, BUGS, ETC.—The harder kinds may be put in liquor; but the vessel or bottle should not be very large. Butterflies, wasps, flies of all kinds, may be pinned in boxes, or packed in layers with soft paper or cotton. Minute species should be carefully sought under stones, bark, or leaves, and on the sunny side of groves. They may be put in quills, small cones of paper, or in glass vials. They can be readily killed by placing in alcohol, or in a jar containing gum-camphor, after which they can be arranged on cards by pins or needles (which are preferable) inserted in the back of each insect. A figure or number should be placed on each card, by which to refer to the catalogue of all the species in the collection.

IV. FISHES, REPTILES, ETC.—These are generally best preserved in spirits, to which may be added tartar-emetic or arsenic, which afford stronger antiseptic power. Ground-stopper bottles or jars are best for this purpose. The mouth of the jar may vary from two to three inches in diameter. Great attention should be paid to procuring many specimens of the smaller fishes, usually known as minnows, shiners, chubs, etc. Among these are found a great variety of species, some never exceeding an inch in length. Different forms will be found in different localities. Thus, the *etheostomata*, or darters, and the *cotti* live under stones or among gravel in shallow streams, lying flat on the ground. The Melanura, or Mud-Fish, exist in the mud of ditches, and can be secured by stirring this mud into a thin paste, and then drawing a scoop-net through it. A great variety of shell fish is found in the mud of ponds and creeks. After dislodging the proprietor, *vi et armis*, the shell should be varnished to preserve its original beauty and freshness. Nearly all insects, scarcely excepting the *lepidoptera*, can be readily preserved in alcohol. Crabs, lobsters and small shells may be treated in the same manner.

C. D. W.

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THE BIBLE TWANG!—A British periodical tells a good story of an elderly Scotchwoman who once upon a time gave her grandson the newspaper to read, telling him to read it aloud. The only reading-aloud the boy had been much in the habit of hearing was at the parish kirk, and he began to read in the exact tone in which he had heard the minister read. The good lady was shocked at the boy's profanity, and giving him a box on the ear exclaimed, "What! dost thou read the newspaper with the Bible twang?" That Bible twang!

## BOOKS OF REFERENCE.

WE need make no long preface of reasons for giving under this title from time to time some account of such books or periodicals as seem to us likely to prove highly useful to teachers. Every kind of knowledge, from knowledge of the everlasting granite to knowledge of the delicate nervous tissues of the human body, from the vast geometry of God by which he has built the universe down to the life of the creature whose water-drop is an ocean, is used by the good teacher, to adorn and illustrate and vivify his instructions. To add to his knowledge and his power every day is his delight; and a helpful book is a rich treasure. As he finds frequent use for his dictionary to give him words, so he finds books of reference on other subjects invaluable to give that fullness of knowledge which makes the accurate and ready teacher.

A well-informed person and especially a teacher feels ashamed of a mispronunciation of any English word. That a similar mortification is not experienced from miscalling names of persons and places arises principally from the fact that it is so difficult to ascertain such pronunciation that only the best scholars are expected to know it. Nevertheless, one feels awkward in reading or speaking upon encountering a word under the shadow of such a doubt. Nor is the difficulty confined to foreign names. You wish to speak of the distinguished senator from Texas; H-o-u-s-t-o-n you must call *Hooston*, though inclined, from the spelling of his name and from the custom in New York, where a street has that title, to call him *Howston*. In the East some one asks you a question about *Al-ton*, meaning our city called here *Awl-ton*. Two Western young men travel in New England just after earning their diplomas: at Providence one asks at the railroad station for tickets to *Wawrecs-ter*, and while the ticket-seller looks blank at such a demand, the other corrects him; 't is *Wur-ces-ter*'. The agent finally informs them that they mean 'Wooster', for so *Worcester* is pronounced. In England you visit the last residence of the poet *Cowley*, Chertsey; you must call it *Chessy*. You hear of the valuable library and art-gallery of the Marquis of 'Chumlee', so spoken, but how spelt? You will have to be told, for 't is past guessing; Cholmondeley! Will you venture uninstructed upon Youghiogeny, Honeoye, Lincoln, Pontefract, Beaulieu, Agassiz, or Taney? Will you pronounce Southey in analogy with *Southeast*, or with *Southern*? Does 'Titian' rhyme with *politician*?

We have seen an anecdote (apocryphal, we suspect) of THACKERAY. Being in company with ANGUS B. REACH, author of 'Claret and Olives', he addressed him as Mr. Reach (Reech). 'Re-ak. Sir', sharply replied ANGUS. Considering the tartness not called for, the great humorist shortly afterward, offering him a basket of fruit, asked, 'Mr. Re-ack, will you take a pe-ak?'

When we come to foreign names the matter is much worse. Some have become thoroughly anglicized. It would be affectation to talk of May-he'-co, Pah-ree', Kee-ho'-tay, instead of Mexico, Paris, and Quixote, though the former are the real Spanish and French pronunciation: but generally names should be pronounced as nearly as possible as they are pronounced by the educated people of the countries to which they respectively belong. Such pronunciation will almost always be found more euphonious than one based upon the English analogies, if such can be found. Bacchiglione (bak-keel-yo'-nay) is an example. How will you find English analogies for 'Zschokke'? For 'Schiller', the name of Germany's greatest poet, will you take the analogy of *scheme*, or of *schism*? Both are wrong; the name is Shiller. 'Rothschild' is Rote-sheeld (red shield). Our western hunters tell of the river Heely; on our maps we find Gila. If you talk to a German of the poet GOETHE, you will fail to make him understand of whom you speak unless you are acquainted with German pronunciation, or call him something between *Gaty* and *Getty*. Even one familiar with foreign languages may be misled by an exceptional case, as Guines, (in Cuba) which varies from the rule for *gui* in Spanish.

LIPPINCOTT'S PRONOUNCING GAZZETTEER, or Geographical Dictionary of the World (briefly noticed in our last number), is a most valuable book of reference. It contains a notice of nearly one hundred thousand places, giving the pronunciation of the names, and the most recent and authentic information concerning them.

1. *Its fullness.* It is as complete a dictionary of geographical names as Webster's Unabridged is of the English language. It contains the name of every post-office in the United States, and of every considerable and many small places in other parts of the world. To each name some description is appended; the population of towns is given, and some account of their situation, size, public buildings, manufactures, institutions of education and charity, with other interesting items. Under the names of states and countries, a full geographical and statistical account of them is given. Islands, rivers, capes, gulfs, seas, are noticed in like manner.

2. *Accuracy.* We can judge of this only by looking for the names of places (especially small places) known to us; if we find the accounts of these correct, we may presume other and larger places to be reported with equal precision. As we and others within our knowledge have used this test, the accuracy of

the work has been fully vindicated. It must be remembered, however, that changes are very rapid in the growing States of the West, and inaccuracies respecting them or places in them may not arise from any fault of the compilers, but from their growth. A large town may spring up while a man is writing a book.

3. *Spelling of names.* Great diversity has prevailed in respect to the spelling of Russian and Oriental names, creating confusion, of which some curious examples are given in the preface to the work. English analogies have been followed as far as possible, and names inserted under the various spellings, with references.

4. *Pronunciation.* Much effort has been made to have the proper pronunciation given, as used by educated people of the country where the name is at home, and the whole subject is discussed in the preface and introduction in a manner which leaves nothing to be added. The rules of pronunciation for all the European languages are given with care.

5. *Other features.* Many classical names are given, so as to show the connection between ancient and modern geography. Important names are given in different languages; the name of the river Nile, for instance is given in seven languages. When names are significant, the meaning is often given, and a very full etymological vocabulary is furnished at the end of the volume. The adjective and appellation of the inhabitant derived from the name of the country or city have been added, when sanctioned by usage or good authority.

We have stated these particulars so that those inquiring about the book may know what it is. It is well printed and bound. It is used as a geographical text-book in our Normal University, and has been furnished in New Jersey to every school library, with Webster's Unabridged, by order of the Legislature. Every possessor of the book will justify the language of HORACE MANN: "The rising generation will be greatly benefited both in the extent and accuracy of their information should this book be kept as a book of reference on the table of every professor and teacher in the land."

LONGLEY'S PRONOUNCING VOCABULARY of Geographical and Personal Names is valuable for the school-room. It gives a large list of geographical names, with the pronunciation expressed by phonotypes, and such information as can be compressed into one or two lines, or some times more. It does not pretend to the completeness of the *Gazetteer*, as its authors meant to furnish a good but cheap book, and as such we commend it. The second part is a list of names of distinguished persons living and dead, the pronunciation being given, with the historical characteristic of the person (whether king, soldier, author, chemist, etc.), with the date of his birth and death when known. Giving the names of *living* persons in such a work is a new feature, and one which adds greatly to the value

of it. We know not where else to look for much that is in this part of the book. A new edition has just been issued, enlarged and corrected. The new edition we have not seen, and can not speak of its accuracy.

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TRAVEL NOTES OF THE STATE AGENT.

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CENTRALIA.—This new railroad town is yet without a public school-house; but it should be stated, in this connection, that real estate is exempt from taxation. The lands belonging to the Central Railroad Company are free from taxation, and the lands sold by the Company are also free until paid for and the bond exchanged for a deed. For six or eight years the thriving towns every where springing up along this road must suffer seriously from this odious exemption. School-houses can only be built by voluntary subscription. Where this course is attempted, a few liberal men, not always nor often the most able, have all the work to do and—all the bills to pay. The rich landholder gets the benefit. Many places, like the one I am now in, are minus the public school-house, but not all of them have the same excuse. It is to be hoped, however, that the people of this, and all towns similarly circumstanced, will voluntarily combine for the erection of suitable houses in which to educate their children. To wait until their lands are paid for and deeds obtained, and they become subject to taxation, may condemn a multitude of children to a life of ignorance, and rob the State of a multitude of educated men—its wealth; for the wealth of a state consists in her *educated* men and women. Broad acres and an ignorant people are but another name for poverty: the land soon becomes the heritage of the few, and the people serfs. To avoid such a calamity, build school-houses, employ teachers,—educate, even though it be done from the private purse. A small academy is in operation here, and a large public school in a small and inconvenient rented room.

TAMAROA.—Concerning Richview and Tamaroa I have before spoken. I should, however, add that the public school at Tamaroa has suffered from an unfortunate division in the district. The facts seem to be these, so far as I could learn: that at the annual election of directors three persons were declared elected; but it was claimed that the election was not legal, and another election was called which resulted in the election of a different board of directors. Both Boards claimed jurisdiction, and each employed its favorite teacher. I found, therefore, two schools



in operation, but one of which could receive the public money; and the all-absorbing question was which that one should be. The district was rent in twain—personal animosity rife, and the foundations fast being laid for a permanent and deep-seated rupture in the school. Such a state of things is deplorable, and can but work mischief to vital interests which the combatants have at heart, to wit: the education of their children. Schools grow up and flourish in times of peace, and through peaceful and conciliatory influences, but dwindle and disappear at the approach of conflict. Wisdom, forbearance, kindness, forgiveness, build up, but a breath of anger sweepeth away.

DuQUOIN.—An excellent spirit is observable here, and at no distant day a graded school will be set in operation. They have a school-house with two rooms and well suited to its uses, but too small: Mr. GASS and Miss SMITH, teachers. At 'old town' I found *Duquoin Female Seminary*. This institution is situated on one of the most beautiful sites that the State affords: the scenery is grand and beautiful, and as for health no place can be more favorable. Parents who desire to have their daughters receive an education of a high order, and at the same time under a Christian influence (not sectarian), need not seek for a more favored place than this. The exertions made by Miss PAINE to establish a school for the superior education of her sex are worthy of the highest commendation, the benefits of which are beginning to be appreciated. A fine building is nearly ready for use. Miss E. PAINE, the Principal, is assisted by Miss H. PAINE, Miss SAUNDERS, and Miss DOLE,—ladies every way qualified for their respective stations. Here, also, is a public school.

JACKSON COUNTY.—We had the pleasure of meeting the teachers of this county the thirteenth of March, at Murphysboro, at one of the sessions of their County Association, and found truly *live* teachers, who are doing a great and good work. They have met the past winter once in two weeks in various parts of the county, and discussed such topics as are of interest to the teacher, parent, and friend of education. The effects of such meetings are already visible in the increased interest manifested for the advancement of the cause; and a more energetic, noble-hearted band of teachers we have not met in the State. Southern Illinois is at work, and Jackson county is not to be surpassed in her efforts to make education universal. The School Commissioner of this county, PHILIP KIMMELL, Esq., is one of 'Nature's noblest men', who finds it a pleasure to aid and counsel the teacher. His house is ever open to the friend of schools. Our friend Post is far from being stationary, always moving, and that in the *right* direction. With such men in the field, aided by the influence of the *Carbondale Transcript*, the ready pen of whose editor is fearless in advocating the interests of education, success is sure.

CARBONDALE.—This stirring little town can boast of two fine

school-houses, five teachers—three males and two females, and a living interest. The order of their schools is nearly perfect, and their system unobjectionable. A college edifice is now in process of construction: a wing of the building is to be erected this season, and a high school for preparing students for the college is already in operation.

DE SOTO.—The great want of the people here is a suitable school-house. I find that education and the educator are appreciated; but it is useless to expect much progress without a suitable building for the school. A school should have a local habitation and a home, as much as a child. People judge, whether rightly is not for me to say, by the outward appearance. Start a school in an old, or unsightly, or semi-underground building, and it is scarcely possible to rally any enthusiasm around it. Men are ashamed to visit such a place. They do not like to recognize by their presence that they have any connection with such unsuitable or discreditable accommodations. But erect a beautiful, spacious and comfortable edifice, and it inspires pride and confidence. Men visit it, and talk about 'our school-house' and 'our school'. They point the stranger, with undisguised satisfaction, to this evidence of their intelligence and public spirit. A school lives on the breath of popular, or, perhaps quite as properly, parental sympathy. The pupil must see the approving smile—must feel an answering sympathy. He must be assured that his occupation is of importance, by often seeing the adult visitor in the school-room. It is morally certain that adults will take no pride in visiting a school if the house is not attractive. Hence I say that the first want of any town, not already supplied, is a neat, modest, tasty and airy school-house. These remarks are general, and not intended to apply to De Soto more than to other places; for at the time De Soto built her school-building she built as good a one as she could afford. The town is now hardly more than two years old.

PANA—CHRISTIAN COUNTY.—The teachers and friends of education in this vicinity have commenced a good work, and are doing it in the right way. The *Weekly Herald*, published in this place, has taken its stand in favor of universal education, and with its large local circulation will prove to be one of the most valuable aids in elevating the standard of common schools. The meeting of the Association on the 19th of March was well attended, and will have its influence in shaping the future of this county. I was present, and made the acquaintance of some of the leading spirits—HAWLEY, of Rosemond, BECKWITH, of the *Herald*, SMITH, MOORE, and others. Practical questions were discussed, and much interest was shown. J. B. MERWIN, of the *Northwestern Home Journal*, addressed the Association. It was a plain, practical address, and was listened to with marked attention. At their meeting in January they appointed a *Vigilance Committee*, whose duty was to visit and report all tho

schools in this county and vicinity. Some rich reports were made, that are to be published in the *Herald*. Good will be the result. An essay and a report on *School Government* were read, and are to be published. They were truly meritorious.

STERLING.—In a flying visit to this place I found the people discussing the subject of *Graded Schools*.

DIXON employs eight teachers in her public schools, who do their work well. More room for the grammar schools and a central high school are her wants. *Dixon Collegiate Institute*, under its present able management, is doing a good work; but could it be made the High School of the village it would do better. It is to be hoped that this can yet be accomplished.

FRANKLIN GROVE is one of the few towns I have visited whose school accommodations are ample. The people are fortunate in their teachers, and of course give them a hearty support.

S. W.

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#### REPORT OF THE FINANCE COMMITTEE.

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The Finance Committee, whose duty it is to collect funds and pay them over to the Agent, and direct his movements and report annually to the Association, submit, in advance, the following statement of the condition of the finances and the success of the agency for the first quarter:

We have received

From the Treasurer of the Illinois State Teachers' Association.....	\$107 00
“ H. WING.....	9 00
“ J. PHINNEY.....	7 00
“ Dr. L. M. CUTCHEON.....	7 00
“ B. HAMILTON.....	5 00
“ J. H. ROLFE.....	5 00
“ C. P. ALLEN (for County Institute).....	5 00
“ T. R. LEAL.....	7 00
“ W. H. HASKELL.....	10 00
“ F. J. PHILBROOK.....	7 00
“ IRA MOORE.....	7 00
“ Jo Daviess Co. (per ADAMS).....	7 00
“ GEO. D. BROOMELL.....	7 00
“ W. H. WELLS.....	7 00
“ People of Henry county.....	5 50
“ People of Aledo.....	36 00
“ People of Pana.....	15 00
“ Others, in sums of one dollar and upward.....	65 00
Total Receipts.....	<u>\$318 50</u>

Agent's Salary for first quarter.....	\$300 00
Traveling expenses for January.....	33 91
Traveling expenses for February.....	40 69
Traveling expenses for March.....	16 63
Amount due the Agent.....	\$391 23
Of which he has received from people and Finance Committee.....	198 86
Balance due.....	\$192 37
Now in the Treasury.....	119 64
Amount in arrears to date.....	\$72 73

It was deemed expedient by your Committee, during the month of March, to issue circulars to the guarantors, assessing to each the sum of seven dollars. To the mathematical man this, no doubt, looked like a large assessment—and it was a large assessment; but believing that we could not in these times look for prompt payment on the part of all the guarantors, from the fact that many teachers are obliged to *wait* for their dues and might not have the money at hand, there seemed to be a necessity for drawing a little more largely on those who could pay *immediately*;—of course it is not expected in any event to assess any guarantor more than twelve dollars for the entire year, or three dollars per quarter.

It is plainly to be seen, from the above report, that the belief of your Committee was well founded; for but few have as yet been able to respond to the call by forwarding the money. Many have written, stating that they shall forward the amount assessed as soon as they can, and we confidently expect to be able soon to pay that portion of the Agent's salary now in arrears, and also to meet promptly the next quarter's salary, from the proceeds of the present assessment, and still have a small balance in the treasury. We look for cordial coöperation and early payment.

From the evidences now before the Committee, both from the local press and from private correspondence, there is no doubt that our Agent is a hard and successful worker. The agency is accomplishing something worthy of the cause. Its effect will be the arousing of a better public sentiment, and the preparing a way for a more liberal support of teachers.

D. S. WENTWORTH, Chairman of Finance Com.

CHICAGO, April 1, 1858.

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THE teacher should have sympathy and respect for the feelings of his pupils—never wounding them unnecessarily. Some teachers treat their pupils as if they were inferior beings, and had no feelings or interests in common, and as if their minds were not similarly constituted. Such can not be successful as instructors.

## EDITOR'S TABLE.

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TO CONTRIBUTORS.—We have some valuable articles which will appear in due time. Others we have, which, though creditable as first efforts, need a more careful revision than we have time to give them. There are others still in our 'drawer', which a due regard both for the authors and our readers must exclude from the pages of the *Teacher*. Brief hints, records of fact, and practical suggestions, have an *intrinsic* interest which makes them acceptable, even though they may not be models of rhetorical taste and propriety. But there are many themes which nothing but the most elaborate polish, careful study, and attractive style, can redeem from dullness.

*Articles intended for the body of any number of the TEACHER must be in our hands before the eighth of the preceding month; items of news, notices, etc., MAY go in if we have them by the fifteenth.*

NOTICE TO SUBSCRIBERS, see on second page of cover.

ADVICE.—We often see it said in our Illinois exchanges that every teacher should take our journal. MR. POWELL's advice goes well along with this: "*Every Board of School Directors in the State should take the Teacher.*" If one-half the teachers and Boards of Directors should take the *Teacher*, it would have a larger circulation than any other school journal.

'INDEX'.—The article on 'Books of Reference' has been written at our wish by one of the Associate Editors. We are sure that teachers will be glad to know what they may expect to find in such books, and we expect to have similar articles hereafter. MR. ROLFE advertises *Lippincott's Gazetteer* as a premium for obtaining the introduction of *Pelton's Outline Maps*.

COUNTY INSTITUTES.—We watch the meetings of these county organizations with the greatest solicitude. We regard them as almost the very sheet-anchor of hope for our cause. The interest manifested in them is a sure test of the practical educational vitality existing in the several counties. We hope to receive brief, condensed reports of all these Institutes, which we will publish whenever there is room for them. We intend, at the close of the year, to present a summary of what has been done, in this respect, by each county.

JASPER COUNTY.—WILLIAM NYE, School Commissioner of this county, died a short time since, and WINSTON MAYO has been appointed to fill the vacancy until the next election.

**NORMAL UNIVERSITY EXAMINATION.**—Not being able to go ourself or send a reporter, we are indebted to a correspondent and the newspapers for an account of the examination. On Wednesday, March 31st, the Model School, under the charge of Miss MARY BROOKS, was examined. On Thursday and Friday, April 1st and 2d, the Normal department was examined by the teachers of the several classes—Messrs. HOVEY, MOORE, CADY, and Miss COWLES:

The members of the Board of Education were present, and occasionally took part in the examination of the classes. An interesting feature of the exercises consisted in the calling-up of members of the classes to examine their associates in the same studies. The examination was very thorough, and showed that both teachers and pupils had occasion to be proud of the work they have done. The scholars were required to show, not merely that they had thoroughly studied the subjects assigned them, but also that they had done so with reference to a teacher's labors and duties. The Board expressed their entire satisfaction with the result, remarking that their anticipations had been more than realized.

The students number about fifty. The current term began April 12, and continues twelve weeks.

**SIX MONTHS' SCHOOL OR NO MONEY—DECISION OF THE STATE SUPERINTENDENT.**—Section forty-eight of the school law declares that Directors "Shall make the necessary provision for continuing (free) schools in operation for at least six months in each year, and longer if practicable."

In accordance with this very plain and conclusive statutory enactment, the State Superintendent, in an official circular issued by him May 1st, 1858, declared his purpose 'strictly to enforce' the authority vested in him, to withhold the public funds from any district in which a school 'may not have been kept, according to law, for six months during the school-year next preceding that in which demand is made for payment', and the proper officers were instructed to reject all schedules presented from districts which had not complied with this requirement.

This decision is certainly legitimate, and also, as we believe, both expedient and necessary. It is the design of the law to carry the blessings of education into every district in the State. To provide means for this purpose, a just and equitable *ad valorem* tax is levied upon all the property of the State. Should this fund prove insufficient, each district is clothed with ample authority to make up the deficiency by a tax upon its own property.

The duty of establishing and maintaining schools in the several districts is, therefore, devolved upon the separate Boards of Directors. It is a grave and responsible trust; and no one is fit to be a Director who does not so regard it. Passing down through all its system of agencies, the law at last reaches the Directors, upon whose fidelity the execution of its provisions must, of necessity, absolutely depend. A failure here is a total failure. If these officers are derelict, the whole system must suffer; if these officers absolutely refuse to do their duty, the whole system crumbles to atoms at once. The commander-in-chief may be never so wise and capable; the colonels, lieutenants and captains may be never so brave and efficient; the rank and

file may be never so obedient and intrepid; the artillery may be of the heaviest calibre, and perfectly charged and primed; but if, after the word '*fire*' has been telegraphed from head-quarters, through aid-de-camp and subaltern, the men at the guns obstinately refuse to apply their matches and let off their pieces — what then? Why, just two things: first, there will *not* be any broadside; second, the gunners *will* be cashiered — and ought to be. We repeat our belief that the decision is right, and we hope the Superintendent will adhere to it firmly.

BUREAU COUNTY INSTITUTE.—We are indebted to our friend Mr. A. WINTER for a lively sketch of the proceedings of this body at its meeting at Princeton, March 13th. Much to our regret, we are compelled to omit it; but one thing we will not omit: the Institute voted all its remaining funds as a contribution to the State Agent's salary. That shows what spirit prevails in Bureau.

KEWANEE SEMINARY, heretofore a private school, has become a Union Public School, remaining under charge of our friend JAMES H. BLODGETT. We are glad to see such changes. We can not yet do without the private academies and seminaries, but we are glad to see the standard of public instruction and the enterprise of citizens and school-officers rise to such a pitch as to make them free schools.

NEW BOSTON.—J. K. HERBERT, recently from Ohio, has taken charge of the Public School in the above-named place, at a very handsome salary. But what is more cheering far to the true teacher, he has the cordial sympathy of the people.

They have a good new school-house, two stories high, to be furnished immediately with Eastern fixtures of the best pattern, and also with maps, charts, apparatus, etc.

All right, Brother HERBERT. Only add the *Illinois Teacher* to all of those excellent 'Boston notions', and then your lot will be about as happy as man can expect to attain to here below.

A VOICE FROM WINNEBAGO.—We have held a Teachers' Institute the past Winter. At first but *five* or *six* of us teachers met, organized, and adjourned for two weeks. We have met once in two weeks ever since. Our numbers increased until between *five* and *six* hundred were in attendance. One of the teachers was chosen to deliver an original oration; another, usually a lady, to read an essay; another to prepare a class to be examined, in some particular branch, before the Institute; then followed a discussion of various matters relating to schools. Teachers here are awake, and determined not to be outdone by their comrades in other counties. My pledge to the *Illinois Teacher* shall be redeemed.

J. W. G.

NATURAL HISTORY SOCIETY.—The meeting to form this Society is to be held at Bloomington, June 30, during the closing week of the Normal University term. Let all interested take notice, and call the attention of others. See the call on the second page of the cover.

OUTLINE MAPS.—To commend a good thing, *known* to be such, is both a duty and a pleasure. Such are Pelton's Outline Maps. We have used them, and seen them used by others, so that their great value is, to us, a matter of *knowledge*.

No consideration ever has, or ever shall induce us to notice *favorably*, either what we know nothing about, or what, knowing something about, we do not candidly approve. Whatever, therefore, we commend in these pages, our readers may be assured is *our* sincere opinion, based upon actual examination. Our readers will, of course, attach as much or little *importance* to what we say as they please—we are indifferent about that.

A school-room can hardly be considered as fully equipped which has not a set of outline maps. They show at a glance the true configuration, and stamp upon the mind the salient points, of both hemispheres and of every country. By their peculiar arrangement and method of use, they bring the powerful aid of *vision* to the support of *memory*, and thus, by a law of association strong as iron, they bind together the *names* of places, rivers, mountains, etc., with their *localities*, *juxtapositions*, etc. To those who have them, we have nothing to say; we know they will not do without them. To those who are not thus favored, our advice is, send to JOHN H. ROLFE, Chicago, for a circular containing a full description of the set, and lay the matter at once before your Directors, so that the price may be included in their assessments for next year.

VERIFICATION of Arithmetical Operations is the subject of a good article in the *N. Y. Teacher* (Feb'y.), the writer giving some varieties of methods. We think the requiring scholars to verify their own work is too much neglected. In the practical use of arithmetic there is no *answer* to refer to, and unless the operator has some other method of testing his work than simply looking over its processes, he can not feel sure of its correctness. This is a strong reason for preferring those arithmetics which do not give answers, but publish a key for the use of teachers, to save them the labor of working out all questions.

GRADED DIPLOMAS.—The Lawrence Scientific School, Cambridge, Mass., gives Diplomas of three grades: *eum laude*, *magna eum laude*, and *summa eum laude*. The examinations are most rigid, lasting hours for each one. The highest honor is accessible to all; some remain for years before offering for the final examination. One pupil being awarded the *magna eum laude*, declined taking it, saying that if that was all he could have he would stay longer and try again, for he would have the *summa eum laude*. How vastly superior this to the old system of college honors, valedictories, salutatories, and prizes, attainable by only a limited number!

R. I. SCHOOLMASTER.—This attractive journal entered upon its fourth year with the March number. It is one month younger than the *Illinois Teacher*. It is what it seeks to be, both a popular and an educational journal, and an excellent one. Try it.



**THIRTY YEARS.**—JOHN KINGSBURY, LL. D., has been the sole teacher of one school, a young-ladies' high-school in Providence, for thirty years. When he began some of his friends thought he was throwing himself away by devoting himself to teaching for life. The range of studies in girls' schools was so limited that the boys derided him as the 'man who taught Latin to girls'. Mr. KINGSBURY's reminiscences, as given at a late 'réunion', are highly interesting. He now leaves the school, having become the State Commissioner of Public Schools.

**THE STUDY OF LATIN AND OF ENGLISH.**—The editor of the *Massachusetts Teacher* for March (L. H. BUCKINGHAM) urges reasons against waste of time in studying a *little* Latin or a *little* Greek. "The classics are generally studied for one or both of two reasons—their excellence as a means of intellectual discipline, or their value as sources of literary refinement and pleasure." For either of these ends, thoroughness is requisite, and thoroughness requires not only labor but time. A smattering of Latin gained at a high-school or academy is obtained only by spending much valuable time for what proves at last but a trifling gain. The writer shows in another article reasons for more thorough study of English; not of our school grammars, for parsing bears about as much relation to an appreciative study of a language as scratching with a hand-rake does to thorough agriculture. TRENCH's '*Study of Words*' and '*English, Past and Present*', show what lessons may be drawn from our own tongue. Mr. BUCKINGHAM's 'few words about English Grammar' are excellent.

**JOHN M. PECK.**—On the fifteenth of March, Illinois lost by death a man who has exercised a great influence upon the character and destinies of the State. The newspapers speak of Dr. PECK, but he is better known and honored as plain JOHN M. PECK. Of late years, since the vigor of his manhood was past, he has been less prominently active; but when Illinois was young, he was working with rare energy and industry for two great interests outside of his regular duties as a minister: namely, emigration and education. He did much to make the State known in the older States and hasten its settlement, and he was equally active in securing the incoming of teachers and in fostering institutions of learning. He is also to be honored for his share in preventing the success of the effort to make Illinois a slave State. We have heard it from good authority, that more credit for the defeat of that scheme is due to JOHN M. PECK and to THOMAS LIPPINCOTT than to any other two men.

Mr. PECK has given a part of his library to Shurtleff College and a part, with his pamphlets and manuscripts, to the St. Louis Mercantile Library.

**SOUTH CAROLINA** is hoping to have a Normal School soon. A fund is required to be raised by subscription to secure the appropriation of the Legislature.

**TOBACCO IN SCHOOL.**—The *Ohio Journal of Education* quotes an account of a school where out of thirty-five scholars nine boys chew tobacco and *five girls are smokers!* In that school neither geography nor grammar is taught.

AGE.—MR. SMYTH, State School Commissioner of Ohio, advises that none be admitted to school under six years of age; that for three years the pupils be confined to study not more than three hours a day, which should be before noon; and that none enter a High-School or attempt high-school studies under fourteen years of age. Excellent advice, all of it.

MATHEMATICAL JOURNAL.—Such a monthly is soon to be issued by Mr. J. D. RUNKLE, of the *Nautical Almanac* office, Cambridge, Mass. Its object will be 'the elevation of the standard of mathematical learning'. Its scope is extensive, and students as well as experts are promised attention in its pages.

GYMNASTICS.—A Gymnasium is connected with Miami University, for the benefit of the students, and it is growing in usefulness and popularity among them. Systematic exercise in groups can be made very attractive.

NORMAL UNIVERSITY.—There are now eighty students in the Normal University. A large class was admitted at the commencement of the present term. H.

REFORM SCHOOL.—Ohio has just started a State Reform School about thirty miles from Columbus. It is expected to sustain itself. The State gave \$15,000 for the purchase of a farm, and other sums for the initiatory expenses.

MASSACHUSETTS not only has four Normal Schools, but also educates at college for the profession of teaching forty young men, giving ten graduates each year.

TAKE A NEWSPAPER.—Commissioner SMYTH, of Ohio, says in his annual report: "Every teacher should read at least one good newspaper; otherwise he will live in ignorance of daily recurring facts in regard to which his profession requires that he should be informed. Newspapers are fast becoming the teachers of the world; and the man or woman who is not a habitual reader of this department of literature can not be thoroughly qualified for the teachers' profession."

GRAMMAR.—The 'Grammatical Department' of the *N. H. Journal of Education* contains some interesting discussions of grammatical questions. It is a very strange fact that the science of English Grammar still welters in a chaos of contradictory dogmas and hypotheses. From its orthography (cacography rather) to its punctuation, it wanders in a slough of despond. Meanwhile the erudite DE QUINCY says, "With two or three exceptions (one being SHAKESPEARE, whom some affect to consider as belonging to a semi-barbarous age), we have never seen the writer, through a circuit of prodigious reading, who has not some times violated the accidence or the syntax of English Grammar." (*Hist. and Crit. Essays*, ii, 106.) It is manifest that the makers of our grammars conform to the views of their predecessors too closely. We owe much to

the boldness and originality of Prof. GREENE, as shown in his 'Analysis'; but such analysis is not all of grammar. It is also plain that our writers are misled by having studied foreign languages: the Latin Grammar warps them sadly. Furthermore, writers of grammar undertake to restrain and amend the language, instead of giving us the science of it as it is. We might add several other counts to our indictment and bring in the proof, but we need only to set our readers to thinking on the subject, and they will do it themselves.

INDIANA.—The *Galesburg Free Democrat*, noticing the recent decision of the Supreme Court of Indiana against schools, says: "We would ask what, in the name of Heaven, is constitutional in the Hoosier State? That Supreme Court, if we mistake not, calls every thing unconstitutional which is of benefit to the people at large. Liquor-selling is perfectly legal there, and some other things which corrupt society and make taxes tenfold greater than those levied for school purposes. We think it would n't do our Hoosier neighbors any harm to have their eyes opened a little on this subject."

It may be well for all of us to have our eyes opened to the usurpations of courts. At present their chief power seems to be the preventing of good.

NEW JERSEY, ANNUAL REPORT.—The Annual Report of the State Superintendent of New Jersey contains very full information of the condition of public education in that State, as the reports of all the town superintendents are given. Their system as arranged by law does not seem to be as good as ours; but the local officers show much interest and good hope. We see that in one county the proper board of officers refused to appoint examiners to examine and license teachers on the ground of its increasing the difficulty of procuring them. This was not far from Philadelphia. In Cape May county, about five years ago, the examiners revoked all licenses, caused all teachers to be reëxamined, and gave licenses subject to recall, but with no term of expiration. These are graded, in six grades. They resolved to give licenses only at advertised and public meetings. This system has worked excellently.

INFLATED GLOBES.—There is an item in *Barnard's School Architecture* to which I have often thought of calling your attention; and your notices of our friend 'J.D.L.'s' recommendation of a newly-invented globe reminds me of it. At the bottom of page 411 of my copy, I find:

"*Globes*.—We have seen beautiful specimens of globes, celestial and terrestrial, and of a great variety of sizes, from three inches to three feet, made of the fabric above described such as *vegetable leather*, or *gum-elastic vellum* (a preparation of India Rubber made by GOODYEAR). When embossed, they show the elevations and depressions, the mountains and valleys, and water-courses of the earth's surface. When inflated with gas lighter than atmospheric air, they float about the room. If soiled they can be easily cleansed with the sponge, and will bear the roughest usage. If the great outlines of the globe only are printed, the pupil can be exercised in filling up the blank with a lead pencil. When articles made of this fabric come into demand, our schools can be furnished with globes almost at the price of children's toys; and thus the great objection of expense will no longer prevent the introduction of this piece of apparatus, and of visible illustration, into every school of

every grade. When not inflated, the globe of three feet can be packed away in a space of about as many inches."

Note the idea of inflating with gas. Could n't the teacher get rid of the question, so common with the Orrery or Tellurian, What holds up the world? (Not sure that just as troublesome ones might not be asked, however.) With due respect to the *recent* inventor of the inflated cloth globes, I would say the above invention has been before the public at least four years. J. H. B.

'EDUCATIONAL ROOM'.—Such title is given to a room in Boston established as 'head-quarters' of Massachusetts teachers; it is to be the publishing office of the *Massachusetts Teacher*, and to be furnished with all the educational periodicals of this country and the leading ones from abroad, and with a library of text-books.

MASSACHUSETTS SCHOOL STATISTICS.—The number of persons in the State between five and fifteen years of age is 221,478: which is 1375 less than last year; this doubtless indicates a decrease of the population of the State. The average attendance in the public schools amounts to seven-tenths of persons of the age named. The number of pupils under five has decreased, with about an equal increase of those over fifteen. The average wages of male teachers has been \$46.63; of females, \$19.17—a larger amount than last year. The amount expended on public schools is \$1,410,989.20: the amount of voluntary contributions of board, fuel and money, to prolong or maintain public schools, \$38,064.28; and this too when the taxes amounted to \$1,283,427.75, which is equal to \$5.83 (nearly) for every child between five and fifteen.

STRIKING COMPARISON.—E. P. STONE (in *N. C. Jour. of Educ.*) uses the following beautiful illustration of those gradual departures from right which one may experience whose course is not perpetually rectified by principle: "One may follow the level of this earth without being sensible at any time that he is changing the position which he calls upright, until it is quite inverted, and he stands with his former antipodes without knowing it."

PIONEER.—The *N. Y. Teacher* thinks the first Teachers' Association for mutual improvement was formed in December 1835, at Charlton, Saratoga county, N. Y.

MR. CHAUNCEY NYE, late of the Peoria Public Schools, is now teaching in the State Normal University.

ALABAMA JOURNAL.—We regret to see that the *Alabama Journal of Education* has been discontinued. We now receive no educational journal from any of the slave States except North Carolina.

KNOX COLLEGIATE MAGAZINE.—This monthly, now in its seventh year, is published edited, and written by students of Knox College, Galesburg, Illinois. The number before us (March, 1858) bears good testimony to their ability.

JACKSON COUNTY.—Gladly I embrace the opportunity to send you a few words of cheer from lower Egypt. The teachers of Jackson County have formed an Association for mutual improvement as well as for awakening a deeper interest on the subject of education. They meet at such times and places as the majority may determine. They have commenced rolling the ball over the county, as they assemble every two or three weeks for the purpose of listening to discussions, essays, addresses, etc. I venture to assert that a more earnest and efficient band of teachers can not be found in the State. Passing from district to district, as they do, they must leave a lasting impress for good upon the community. They have, in my opinion, adopted the true plan of action. We are now greatly encouraged by the presence among us of our State Agent. We are W-right on the subject of education. We held a meeting at New Duquoin on Tuesday evening. The leading spirits of the place were pleased with Prof. WRIGHT's plain, practical, common-sense views. The school at Duquoin consists, at present, of two grades. Next season another will, doubtless, be added. Soon the people will have a large, commodious house, that will be, we trust, an ornament and a blessing to that thriving village of fifteen hundred inhabitants. At the old town there is a Female Seminary projected on a large scale. One wing is nearly finished. The cost of the wing alone will be nearly twelve thousand dollars (\$12,000). Miss E. PAINE is the Principal. The common-school house was filled with an attentive audience to hear the address of Prof. WRIGHT. A committee was appointed to effect the permanent organization of an Association for Perry county. Last evening Prof. WRIGHT spoke to a full house in De Soto. We were entertained by Judge KIMMEL at his hotel, which is certainly one of the best in South Illinois. Mr. KIMMEL is the efficient Commissioner of Jackson county. Prof. WRIGHT does not stop with public speaking merely. He visits the schools, and mingles with all classes of our citizens. He is just the man we need for our glorious work. To-night we meet the good people of Carbondale. No village in this region has done more for the cause of education than Carbondale. Our common schools are in a high state. 'Carbondale College', chartered by our last Legislature, was projected by the enterprising, liberal citizens of the place. We find congenial spirits, warm friends of the cause, wherever we go. I will report progress.

W. S. POST.

ILLINOIS DISTRICT-SCHOOL LIBRARIES.—Permit one who looks with interest upon the Free Schools established in our State, and who hopes to see them occupy the first rank among schools and institutions of education, and the first place in the sympathies and affection of each community, to call the attention of your readers to the 'District-School Libraries' published by A. O. MOORE, as an efficient means in bringing about this result. To the readers of the *Teacher* it is useless to speak of the benefits to be derived by the youthful mind from the perusal of good books. With such, the word 'library' means the accumulated wealth of ages refined in the crucible of Time; the wonderful and useful in the Animal and Vegetable world around us; lessons of patience and perseverance as taught by those who knew to 'labor and to wait'; the beautiful in thought and sentiment, the heroic in doing and enduring.

To put this 'thesaurus' into the 'old District-School house' will do much toward disabusing the youthful mind of that feeling which many have, that the school-teacher is the natural enemy of the child, and the school-house the *purgatory* through which all must pass before attaining the happiness and joys of majority.

Every school-boy is a hero-worshiper, and has always in his 'mind's eye' some one whom he admires and *imitates*. In view of this trait of mind, it is, I think, with peculiar fitness and propriety that IRVING'S 'Life and Writings of Washington' heads the list in Library No. 1. This full biography of the world's greatest hero, written by one who rivals in elegance of style and purity of diction England's classic writers, if placed in every district school would exert no slight influence in forming patriots and preserving the purity of our English tongue. Among the names of distinguished writers I find those of Baron MACAULAY, FRANKLIN, GOLDSMITH, ABBOTT, BAYARD TAYLOR, and, in fact, every book is a standard work. A large number of the books in Library No. 1 are upon the subject of Agriculture, and were selected by Ex-Gov. REYNOLDS, JOHN A. KENNICOTT, Prof. J. B. TURNER, and others, whose names are a sufficient voucher that they are the best books published on that subject. I have only spoken of the works in Library No. 1, which contains about sixty volumes, while there are three others, each of which seems better than the preceding. In addition to furnishing good books, Mr. MOORE offers them on such liberal terms that I can not see why every school in the State may not be furnished with a good library. s.

No, nor can any body else see why; for the very good reason that it *is not to be seen*. Every school-district in the State MAY have a good library — *ought* to have — and, we believe, at no distant day *will* have.

Our correspondent has left but very little to be added on this truly important subject.

For the execrable trash and pestilent trumpery which constitute the staple of some of those collections of literary atrocities, mental inanities, and moral carrion, facetiously called *libraries*, we have no terms of condemnation sufficiently strong. Seven curses upon the fiend in human shape, who, for even less than 'thirty pieces of silver', would invade the sanctuary of a pure home; betray the confidence of unsuspecting youth; tarnish with ineffaceable stains the guileless mind of childhood; and roll all over the land a thousand streams of pollution and death — streams black as ink, noisome as Avernus, and hot as hell. We are afraid of books. They are angels or demons; blessings or curses; a great good or a great evil. He who through ignorance, wantonness, carelessness, or *for lucre*, praises a bad book, is a partaker of the guilt, conscience and common sense being judges.

Precisely, then, as we deprecate bad books, do we value and commend good ones. We believe the books composing the Illinois District-School Libraries may be safely and strongly commended to the parents, teachers, school officers and friends of education in this State. We do not laud them all to the skies — in some instances we should, perhaps, have made a different selection. But we do say that there is not a *bad* book among them; that the larger number are standard in their several departments; that some are unsurpassed in the English language; and that we know of no other similar collection, equally large, which is superior. We hope every district in the State will include the price of one of these libraries in making up their estimates for next year.

Since writing the above, we have seen a communication upon the same subject, in the *Prairie Farmer*, from Prof. J. B. TURNER, who aided in selecting the books. If any of our readers do not take that valuable paper, we advise them to send for it and read the article referred to. It is in the issue of April 8th.

## OFFICIAL INTERPRETATIONS OF THE SCHOOL-LAW.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, Ill., April 1, 1858.* }

*Question 24.* If A, residing in district No. 1, sends his children to school in district No. 2, is he liable for any portion of any deficiency due upon the teacher's schedule after the public money has been expended, or must district No. 2, in which the school is kept, pay all such deficiency?

*Answer.* District No. 2 must pay the deficiency.

*Q. 25.* Can an unnaturalized person be elected Trustee or Director, or appointed Township Treasurer?

*A.* They can not be. The school-law is silent upon the subject, but the 7th section of the sixth article of the Constitution of this State reads as follows:

No person shall be elected or appointed to any office in this State, civil or military, who is not a citizen of the United States, and who shall not have resided in this State one year next before the election or appointment.

*Q. 26.* Can school-directors borrow money to pay teachers in part, or in full, and then levy a tax to pay the borrowed money?

*A.* They can not. The law makes no provision for borrowing money to pay teachers. The directors may borrow money *as individuals*, but not as directors, to pay teachers' wages.

*Q. 27.* When scholars living in one district attend school in another and the public money drawn by the teacher's schedules fails to pay it up, do the different districts from which the scholars came jointly pay the balance, by special tax or otherwise, or how is such deficiency to be paid?

*A.* The district in which the school was taught must pay the whole of such deficiency.

*Q. 28.* Is the school commissioner entitled to two per cent. upon the purchase price of school land sold, when the money is not actually paid in and loaned out to another person?

*A.* He is entitled to two per cent. whether the money is loaned to the purchaser of the land, or actually paid in and loaned to another person.

*Q. 29.* Suppose the purchaser of school land pays the full price of the land to the commissioner in cash: should the commissioner loan the money out, or pay it to the township treasurer of the township in which the land was sold, and allow him to loan it?

*A.* The money should be paid to the township treasurer?

*Q. 30.* Who pays the expenses of advertising the sale of school lands?

*A.* The school commissioner should pay such expense out of his three per cent. commissions.

*Q. 31.* Can trustees adjourn their regular meetings from day to day, or to a

future day, and transact any business which could have been transacted on the day of the regular semi-annual meeting?

A. They may transact any business at an adjourned or called meeting of the board, which the law does not specify shall be done at the regular meeting. The altering or changing of school-districts should be done at the regular semi-annual meetings of the trustees, and can be done at no other time.

Q. 32. Can the present board of directors employ a teacher for a whole year, and would such a contract be binding on their successors elected next fall?

A. They can employ a teacher for a year, and their successors in office, to be elected next fall, would be bound to fulfill such a contract in good faith.

Q. 33. If directors receive scholars from unorganized districts in adjoining townships, are such scholars entitled to draw public funds from the township in which they reside?

A. They are.

Q. 34. Is the money to be set apart for the support of summer schools, as provided for in section 34, to be expended in paying schedules of schools kept the past summer, or the summer to come?

A. In paying for schools to be kept the next summer.

Q. 35. How can a person living in an unorganized district send his children to school, when the directors of adjoining districts refuse to receive them, when the person referred to is the only resident of the district and hence can not organize?

A. He can not send them at all if the directors of adjoining districts refuse to receive them.

Q. 36. Are county collectors bound to pay over to township treasurers the full amount of the taxes certified by the county clerk to be due the districts, without reference to delinquent taxes that may occur?

A. They are not. The 45th section of the Act of 1857 says:

*The said county clerk shall cause each person's tax so computed to be set upon the tax book, to be delivered to the collector for that year, in a separate column, against each tax-payer's name or parcel of taxable property, as it appears in said collector's book, to be collected in the same manner, and at the same time, and by the same persons, as State and county taxes are collected.*

Under the Revenue Law collectors are entitled to certain abatements for delinquent taxes; and since school taxes are 'to be collected in the same manner, and at the same time, as State and county taxes are collected', it is to be presumed that collectors are entitled to the same abatements for delinquents in school taxes that are allowed them under the Revenue Law for collecting State and county taxes.

Q. 37. Are county clerks entitled to fees for certificates furnished township treasurers of the amount of taxes due the districts of their respective townships?

A. They are not. The furnishing of such certificates comes under the head of their general public duties, for which they receive an annual salary from the county.

WM. H. POWELL,

*Superintendent of Public Instruction.*



# ILLINOIS TEACHER.

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## G R E A T   E N D S   A N D   A I M S .

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CHILDREN are never interested in serious considerations about the ends and aims of life. In the beginning of life, the present enjoyment of a world perpetually unfolding new wonders and fresh delights makes the view of a far-off future and the thought of its responsibilities a labor, a severe task. A child's future is made by carrying to completion in the higher heavens of imagination the arch of the rainbow joys begun at its horizon. Who that in childhood struggled with the twin difficulties of a treacherous memory and dreary disgust while learning the first question and answer of the old Westminster Catechism was ever reconciled to the task by the explanation of its far-reaching truth, that the chief end of man is 'to glorify God and enjoy him for ever'? It was to him a man's strong meat forced upon a child's appetite.

Later in life a wise man can not elude the problem in some form. A teacher meets it constantly. For what harvest is he sowing seed in this spring-time? Whither tend these polar-currents, these gulf-streams, these equatorial tides of the unsounded ocean of life? I do not envy the man who can sit at the teachers' desk day after day and see the innocent faces of children and the ingenuous faces of youth and even dull or shame-stained faces turned toward him for instruction and guidance and correction without the frequent recurrence of such thoughts. He is a hireling, and not a true shepherd, who can forget that there lies an eternity before each of these little ones, and that he daily sends forth influences to affect them, he knows not how long nor how deeply. His intercourse with them in no trifle. "Take heed that ye despise not one of these little ones; for I say unto you that in heaven their angels do always behold the face of my father which is in heaven."

It is a mistake to suppose that no influences are religious ones

but those that are popularly so named; and it is a greater error still to think that a teacher has no religious influence upon his scholars because he abstains from the themes discussed in moral philosophies or preached upon from the pulpits. The whole doctrine of the ends and aims of life, actual and proper, belongs to the domain of religion; but it also belongs to the teacher. To arouse the minds of his pupils to their best activity he trains them to ask or seek the reason of every thing: and if the pupil is to ask the why *in* arithmetic, grammar and geography, shall he not also ask why *about* these studies? Is there no final reason for education itself? Is it a sufficient reason for so much labor that the parent sends to school and the teacher directs the course? Every teacher, either of purpose or incidentally, sets before his scholars the reasons which should excite them to study; he probably excites them with mention of their parents' wishes, their own pleasure in knowledge, their love of fame and approbation, their love of the power which knowledge gives, their desire of wealth which learning and education may help to gain. He alludes to these from time to time in his daily intercourse with them, and what is most prominent in his own mind is insensibly so presented to them. But if he is a man of higher aims than the use and fashion of the time and the earthly treasures which perish with the using, though he may guardedly use these motives, it will be manifest that he proposes for himself and them no lesser ambition than growth to the full stature of perfected manhood—that inheritance of the sons of God which is the aspiration of noble men of every creed and nation, and the final end of humanity itself. The great apostle, as he stood on Mars's Hill, found a theme in an inscription on a solitary pagan altar, and reminded the Athenians that their own poets had called men the offspring of God; the teacher has the world before him, the book of nature, and from every leaf may read inscriptions bearing the same lesson, and stirring the hearts of youth to sympathy with the divine characteristics of TRUTH, and GOODNESS, and BEAUTY.

I. The obvious and primary object of education is the acquisition of knowledge. He who has knowledge in so far is more like the OMNISCIENT than he who has none. But knowledge deals with truth, for truth only is the object of knowledge. There is force and sublimity in a certain definition of truth, which describes it as 'God's view of things'. To see things as God sees them is to know them perfectly. Our earthly knowledges tried by such standard are meager and fragmentary; nevertheless, by this light we see the influence of a spirit of sincerity and truthfulness upon the acquisition of knowledge. Nature and fact are no shams, and whosoever seeks to know them must know them as realities. The sternest truthfulness is the highest law of intellectual advancement. Accuracy, clearness of insight, and certainty of knowledge, honor with their

presence those only who love them well. Exaggerations of speech tarnish the intellectual character as much as the moral. It is the teacher's duty to place in the front rank the virtue of truthfulness, as the foremost element in the character of a man. The popular notion is not an idle one that makes the imputation of a lie the great stain upon honor: yet how few are they who act accordingly and keep their honor bright by words true as the sunlight.

The natural sensibility of childhood is soon dulled by the universal falsehood that infects society in word and deed, and by that indifference to moral distinctions which justifies evasions and equivocations. It may seem vain to try to stem the torrent; but if the teacher seeks to make men and women as well as scholars, his example, his spirit, and his precepts, will coöperate in maintaining the loftiest standard. Let him contrast the eternity of truth and the transitory nature of error: let him show that men who have given their own imaginations as truths in science and philosophy have ceased ere long to influence the course of human advancement; that those writers are really most powerful that deal most with truth: let him show that God and nature favor truth; and above all, let him look well to his own lips, that his pupils may know at least one man upon whom they can rely for truth in his lightest word.

II. In an age so notoriously practical and utilitarian as this, the principle of usefulness may seem to need no special attention. It is often complained that knowledge is valued too little for itself, too much for its utility. As SCHILLER says of Philosophy—to one she is a radiant goddess attracting worship; to another the serviceable cow, that gives him milk and butter. The error, however, is not in prizing knowledge and education for its utility, but in substituting a low and temporary for the high and eternal utility. Temporary economies may be lasting prodigalities. We may warm ourselves by a fire that consumes our dwelling. So in valuing knowledge for its use, we may show that we value it for the gaining of power, or wealth, or fame, or enjoyment, or honor; or that we recognize the identity of usefulness with goodness, and value knowledge itself because it increases our power of doing good and growing in the excellences of manhood.

These are the true utilities which should reign in the halls of education of youth, for the boy will not hear of them in the street, the market, the forum, and the common gatherings of men; nor will the girl hear of them at parties and balls and in the assembly-rooms. But even there, and still oftener in their solitary hours and at their homes, they may remember that a teacher whom they respected and loved *acted* as if he paid constant homage to the higher utilities: that he never said a man was great because he had successfully trod the crooked path of the politician or the bloody road of the warrior; that he never

estimated the worth of a man by his dollars, or his votes, or his learning used for ignoble ends; that he never said that a man was doing well because he was making money, or a woman because she had secured a rich husband; that he valued every thing as it made men better, and wiser, and nobler, and more generous and helpful to their fellow men: that to him usefulness and goodness were one; that as he revered God as the bountiful Author of good to men, the Creator of the things which make life pleasant, so he honored men as they were like Him in beneficence; so he encouraged in his pupils all motives of magnanimity, and gave warm approval to childish generosity and usefulness; so he frowned upon self-aggrandizement, and abhorred the solitary pleasures of selfishness. Such a memory is a crown of glory to the teacher; and such a teacher will be remembered with honor when those of lower aims are forgotten and despised.

III. Beauty is as truly a worthy aim and end of culture as utility. It is a most refined and legitimate source of enjoyment. We should reproach ourselves that our national character has so little of the love of beauty, and so little of the power to create it; so little taste and art. God loves beauty. Human structures may be adorned with it, or bare of it; but the creation of God is ornamented with lavish profusion, the veriest atoms of unorganized matter and the least forms of vegetable or animal life being found full of it. We can not say of creation that it is clothed with beauty as with a garment, but rather that the beauty is an inwrought element of it.

I think sadly some times how the cultivation of taste is so neglected that only children and women show any ardent love of beauty, and that refinement in men is deemed finicalness or whim, while mere fondness for show or uncultivated love of beauty is mistaken for taste. If one seeks beauty by itself as a special object, his character seems more painfully distorted than when he seeks truth or usefulness alone; and when taste is usefulness, its very refinement seems to make it more weak and pitiable. It is meanness dressed in VIRTUE's most attractive garb. But neither TRUTH nor GOODNESS assume their royal station until they have put on the regal robes of beauty and grace. The feeling grows stronger in me that man should not be so indifferent to beauty in his works and actions when God is so careful to clothe with it the solitary wastes of earth, the watery wilderness of ocean, and even the inaccessible heavens. And as a man grows in knowledge and goodness and varied culture of brain and heart and body, grace in action and manners, and beauty of expression, come to him naturally and easily, and are lost only by some defect or one-sidedness of culture.

In the youth we should seek to arouse to activity the sense of order, the perception of harmony, the love of beauty, and the disposition to do one's work like an artist, combining truthfulness, usefulness and beauty or neatness in the result. Numberless

opportunities offer themselves daily to the teacher, from instruction in the formation of figures on the slate and letters in the copy-book to the arrangement of a sentence in composition or translation and the whole subject of manners; while outside the school-room lies a universe of sublimity and splendor and beauty, spread out by the Great Artist for the enjoyment of his creatures on earth.

But words are vain. Children can not be moved by lectures and precepts about truth and goodness and beauty, and the development of such traits in their characters. Their wills are weak except when roused to persistence for some chosen object; but they can be attracted and inspired by those who have that magnetic power without which one can scarcely (if at all) be a good teacher. We can only give what we have. We may talk of the great ends of life, but, if we love them not and are not moved by them, we may hold our peace until we have sought and obtained from God himself the needed inspiration and inspiring power; till we ourselves love and aspire after the True and the Good and the Beautiful, and are filled with their spirit in our daily lives. Then, and then only, can our enthusiasm bear along those whom we would win; as the ship that skims the ocean with precious freight of wealth and life can only move when it has gathered in its swelling sails the rushing winds of heaven.

W.

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## HOW TO TEACH ARITHMETIC.

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BY H. SPALDING.

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As Arithmetic is of such universal use that every child should understand it, the inquiry of every teacher should be, How can I most successfully teach it? In this treatise I shall endeavor to advance a few thoughts, gleaned from long experience in the business of public and private instruction, which may be of use to some just commencing in that occupation.

In commencing, the teacher should be fully aware of the darkness of the human mind, and that some comprehend the idea and the application of numbers much more readily than others; and that often a bright jewel is so begrimed with dirt and incased with baser fossils that it may take much wiping and polishing to bring its beauties to light; and he only is worthy of the office of a teacher who has wisdom to discover

the hidden gem, and patience and application enough to bring it out.

One of the chief obstacles in teaching Arithmetic is the difficulty the young experience in understanding *abstract numbers*, and the rules by which they are governed. To obviate this difficulty, the teacher should use visible objects, and numerous examples in concrete numbers. The Mental Arithmetics now generally in use are well adapted to this purpose. And here let me urge the great utility of having children well drilled in *Mental Arithmetic* before they are advanced to ciphering. My own experience shows that with this necessary preliminary drill ciphering, as it is commonly called, is easily taught. In the department of Mental Arithmetic COLBURN led the way, and so led it that it has been difficult for succeeding arithmeticians to make any important improvements.

NUMERATION.—In Practical, or, as it is some times called, Written Arithmetic, we begin with numeration, and succeeding parts can not be successfully taught till the pupil is made *thorough* and *ready* in this. In teaching numeration and notation, which should always go together, I would recommend the following method: Let each scholar be furnished with a large slate. Divide the face of it into three broad columns, by drawing two perpendicular lines. Place before the class a table on which the slates may rest. Write on the top of the right-hand column of each slate, the word 'units'; on the second, 'tens'; on the third, 'hundreds'. Into a basin before them pour a small quantity of corn, of four different colors—suppose them white, yellow, red, and black.

Now, we will suppose the class to be composed of three pupils, Joseph, Mary, and William; I would begin somewhat in this way: Children, I am about to teach you the first step in Arithmetic, which is Notation. Pay strict attention, and do as I say, and you will soon learn. Look on your slates. You will find on each three columns. On the top of the right-hand column you see written, 'Units'; on the second, 'Tens'; and on the third, 'Hundreds'. Any number less than ten is called units, and must be placed in the first column. Now, children, if money were plenty, I would have poured into that basin a quantity of coins of different values, such as dollars, dimes, and cents, and also a few pebbles, which we consider of no value. But in the place of them, as you know money is so hard to get, I have poured in a little mess of corn, about enough to feed Mary's chickens once.

Mary. Mr. S., I have ten cents in my pocket; sha' n't I throw it in there?

Joseph. And I have a copper cent William and I have been playing with. (Throws it into the dish.)

William. And I have a quarter of a dollar at home, that pa

gave me to buy a little pig with. Sha'n't I bring it this afternoon?

*Teacher.* No. I thank you all for your kind and generous offers, but I think we can get along very well without money this morning. It would take a great many pieces of each kind, and I do not think we, all together, could raise enough to work with now, especially as we should need several dollars, as well as cents;—and who has got the dollars?

*M.* I do not know, but I guess *you* have.

*T.* You guess wrong. My pay-day does not come till April, and you know it is March now, and I am as badly off for money as any of you. But here, we will see how nicely we can get along without it. Let us call these yellow kernels cents, the white dimes, and the red dollars; and they answer our purpose just as well, and we shall not care if we happen to lose some of them, as if they had been money.

*W.* But what shall we call the black corn?

*T.* No body wants to buy black corn, and so we will call them ciphers, and let them represent nothing. But now to begin: Where will you place the yellow corn?

*All together.* In units' place.

*T.* Where the white?

*J.* In tens' place.

*T.* Where the red?

*M.* In hundreds' place.

*T.* How many yellow corns will each white kernel represent?

*W.* Why, I suppose it will represent a ten-cent piece, and each yellow corn only one cent.

*T.* Very well. And how many yellow corns will one red corn represent?

*W.* Why, I suppose it must stand for one hundred of them; because the red ones we agreed should represent so many dollars.

*T.* And, Mary, how many white corns must every red one be worth?

*M.* I do n't know; but I guess it will be worth ten of them.

*T.* Why do you guess so?

*M.* Because each red corn means a dollar, and each white one a dime, and a dollar is worth ten dimes.

*T.* Very well. We will now see how you will succeed in representing numbers with corn; and, if I am not much mistaken, you will find it as much amusement as you ever did to feed your chickens. Put down five on your slate—not in figures, but in corn.

*M.* Where, Mr. S.?

*T.* Where, indeed? what do you call all numbers less than ten?

*M.* Units.

*T.* Then put them in units' place. Now write down the number five just under the bunch of kernels, and it will mean five

units, because in units' place. Now put down seven corns, and under them place figure 7. What will seven there mean?

*J.* Why, it will mean seven units, or, as we commonly say, just seven; for it stands in units' place.

*T.* Right. Now set down twenty. Mary, how many tens must that be?

*M.* Two; and so we must place two white kernels in tens' place.

*T.* Right. But, here, now you see units' place is vacant, which must never be. If you set down tens or hundreds, units' place must always have something in it.

*M.* But you only told us to put down twenty, and two white corns are just equal to twenty yellow corns.

*T.* They are, indeed; but, as we are now illustrating numeration, I wish you always to remember that if you set down any number of tens you must put some character in units' place to fill up the vacancy. Now, what have you by which you can represent nothing?

*J.* I now see what we can do with those black corns. We will put one of them there.

*T.* Right. Now place the value of your corns underneath them in figures.

*M.* I have placed figure 2 under the two white corns, but I do not know what to place under the black corn.

*T.* As the black corns represent nothing, you will place a 0 under it, and call it a *cipher*, which also represents nothing. Now read off your figures and tell what places they stand in.

*W.* 2 in tens' place, and 0 in units' place.

*T.* Now set down twenty-five.

*M.* Now I see we have two tens, for twenty are two tens. But where shall I put the five?

*T.* Remember always to place all less than ten in units' place; and under the corns place the figures for those corns. Now read off the figures and tell their places.

*J.* 2 in tens' place and 5 in units' place.

*T.* Now note down three hundred and seventeen. Tell me, Mary, what you must use, and place the figures under them.

*M.* I place three red corns in hundreds' place, one white in tens', and seven yellow in units' place.

*T.* Right. Now read the figures and tell the places.

*M.* 3 in hundreds' place, 1 in tens' place, and 7 in units' place.

*T.* Note down seven hundred and thirty-one, and read them.

*J.* That will take seven red corns, three white corns, and one yellow; and the figures will be, 7 in hundreds' place, 3 in tens', and 1 in units'.

*T.* Right. I see that you understand how to set down numbers consisting of three figures very well. The last two numbers you have set down were represented with the same figures placed differently. You will see, then, how necessary it is for



you to take care where you place the figures. For if you place them in hundreds' place they will express so many hundreds, if in tens' place so many tens, and if in units' place so many single things.

*M.* I guess, then, when we go to ciphering we shall often place the figures wrong, and so make lots of mistakes.

*T.* You will if you are not careful.

*M.* Why could we not have different colored figures to represent the units, tens and hundreds, as well as different colored corns?

*T.* That might be possible; but it would be inconvenient to make them, they are never used for this purpose. Besides that, in a few days you will learn to express numbers by figures so readily that you would find no use for different colored figures, nor even for different colored corns. And now, children, as you have been very attentive, and learned to express numbers so well, I will not keep you any longer this time. You may now run and have a nice play, and when you come in you may take your slates and set down all the numbers from one to a hundred, placing units under units, and tens under tens, and show them to me to-morrow; and then I shall see how well you remember what you have learned.

As such an exercise as this is needed only for small children, I would recommend it as soon as they commence *Mental Arithmetic*, which they never should do till they can count one hundred and make intelligible figures on their slates. After they have learned to express readily any number consisting of three figures only, they will be able to proceed in *Mental Arithmetic* for several weeks before they learn to numerate further. When the teacher finds it necessary to teach them to numerate further, he may place two basins on the table. Fill one with corn, and the other with different colored beans. With his class before him, he commences:

Children, you know how to express small numbers very well; but some times you will need to set down large numbers also. I will now show you how that can be done.

Before, you remember you had only three spaces ruled on your slates; you may now have six, drawing a double line between the third and fourth spaces. Head the first three right-hand spaces as before, and call the fourth units of thousands, the fifth tens of thousands, and the sixth hundreds of thousands. You will remember that the first three places form what is called *units' period*, and the other three are called *thousands' period*. Each period begins at the right with units; the second are tens of that period, and the third hundreds. Now you may all note down three thousand two hundred and fifteen with beans and corn, and the first one that has it down may report.

In the same manner as before the teacher may proceed, till the pupils can note down, with beans and with figures, any

number of thousands with readiness and accuracy. He may then have them seated a few minutes, while he addresses them in the following manner:

Children, what you have now been learning is called *notation* and *numeration*. Noting the numbers by figures or other means is called Notation. Reading them off after they have been noted down is called Numeration. In noting down great numbers you should always set them down in periods, *i.e.*, in clusters of three figures each, always beginning at the right hand. Taking the places in that order, you set down the units, tens, hundreds. These three places are called units' period. You then make a dot to separate it from the next period, and then set down the units, tens and hundreds of thousands. These three places make what is called thousands' period. If you wanted to set down larger numbers you would proceed in the same manner, always remembering that each period must have just three places in it, except the left hand period, which some times has only one or two figures in it. When any place is not named in the number to be set down, that place must have a cipher in it; for all intermediate periods must have just three figures in them. The figures we use in ciphering are called Arabic characters; because they were invented by the Arabians, a people living in Arabia, a country a great way to the east of us.

The teacher can then close with questions upon what he has taught, by which he will find out whether the class now understand the subject thoroughly or not. The next day the class should be drilled on the black-board in setting down numbers; and the teacher should never suffer a class to proceed any further till they *understand* Numeration *perfectly*. The following progress by this means will be rendered much more sure, and I believe more rapid, by adopting this course.

The drills here proposed are adapted to small children, and I would recommend that they be given while the class is pursuing Mental Arithmetic.

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#### SONG OF THE SEAMSTRESS.

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STAY, cruel TIME! a moment stay thy swift and stealing tread,  
Ere yet the last faint ray of hope has from my bosom fled.  
For thou hast crushed my fondest aim, hast stolen my fairest day,  
And sportest now amid thy wrecks! O, for one moment stay,  
And bid my Muse, with swifter flight, inspire my eager pen,  
That thy brief waiting may, at least, receive their requiem.

I mourn not that I sit alone, in solitude to muse;  
I love it, and I oftener mourn the world such boon refuse.

And yet the vacant seat reminds of many a 'parted one,  
And the still, unbroken silence tells of voices hushed and gone.  
For such let true affection's tear, which weeps above their dust,  
Assert that faithful memory obeys her sacred trust.

I mourn not that I'm friendless, or that friends have coldly grown;  
Though yet I've learned how blighting is envy's jealous frown;  
I've felt my young and trusting heart thus in a moment crushed,  
Till deep, with darkly-gathering force, the fount of grief hath gushed.  
But I have learned the offering's *rare* on friendship's hallowed shrine;  
Still do I claim a treasure there — warm, loving friends *are* mine.

'T is not the wealth of Ocean's pearl, nor yet of India's gem,  
For which I sigh: be mine *the Pearl*, the priceless diadem,  
Which loses ne'er its lustre, though it be worn every day,  
And is my lasting wealth when earth and earth's have passed away.  
I ask not, then, for *riches* — no, for me they have no charm,  
And truly while they are not mine they have no power to harm.

Nor yet the laurel-wreath of FAME would I for me entwine:  
Obscure my lot; but be it so — a heart content is mine.  
No noisy honors would I ask, no sounding numbers crave,  
ELIZA's humble name to chant above her lowly grave.  
No: give me but a place within some lonely, sorrowing breast,  
Whose gratitude shall tell I lived to make it truly blest.

But ah! o'er cherished hopes I sigh, which cheated me too long,  
And now, all withered, breathe a tone of sadness in my song.  
Early I felt within a spark, which, ever burning, glows,  
And still, though smothered, struggles on, and while it struggles grows.  
I thought not *then thus* life's dull cares would intercept my way,  
And chaining me to earth, still hold me there from day to day.

Deep in my heart there yearned a tide of warm desires and high,  
Which *naught earth-born* could *stay*, no more than it could *satisfy*.  
Earth's pleasures proved them vain: I heeded not their siren song:  
I scorned the foolish praises of the flatterer's poisonous tongue;  
For in the cultivation of the nobler powers of *mind*  
More *solid* good I found, and joy more lasting, pure, refined.

And then I dreamed with growing years a *brighter* day would dawn,  
When I might drink one *ceaseless* stream, from learning's fountain drawn,  
Until my thirsting soul refreshed and satisfied should be —  
Then wide-diffusing 'round its stores, the *world* be blessed by me.  
But all too fair were childhood's dreams — her soaring aims too high;  
For now I think of them, and pay their tribute — *one long sigh*.

And now each morn from feverish dreams, from restless couch I rise,  
While weary nature, unrefreshed, for rest still needed sighs.  
Yet I must hie me to my task, where, through the live-long day,  
I and my faithful needle chase the flying hours away.  
Thus pass, in quick succession, these, my best, my youthful days,  
Leaving upon my restless mind no deep, improving trace.

I love the rest that *labor* brings: mine is a willing hand:  
Cheerful I'll toil, nor e'er repine at HEAVEN's wise command.  
But O! when all this fearful weight of *thought* lies struggling here,  
For want of *time* for utterance, I *can not* check the tear  
Which comes to flow, nor cease to ask, O! must it ever be?  
Is there no brighter day than this? — no nobler work for me?

When the world rests, and closed in sleep are *other* weary eyes,  
 I wake, and, like a vestal at her shrine, my spirit flies  
 To hold communion with the hour, the sweetest of the day—  
*My only one for thought*, but ah! too quickly passed away;  
 For wearied nature claims the night—she must have *part* her due—  
 She claims it *now*, and bids my time, my thoughts, my pen, adieu!

I yield; but say, where shall I turn? By adverse winds held back,  
 Must still my too ambitious powers pursue this *beaten track*?  
 Yet O! I can not, can not bid these restless longings stay.  
 I'll hope that some bright beacon-star will yet light up my way;  
 Some humble sphere hope yet to fill of usefulness and love,  
 That by my *life* and by my *death* the world may better prove.

ELIZA.

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### "THE TEACHER'S DISPOSITION."

ILLINOIS TO MASSACHUSETTS: GREETING.

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A SHORT solution of an old and difficult problem: Teachers are often compassionated and cheered, by parents and others, who say: "Your labors and trials must indeed be of the most trying kind, having to deal with so many different dispositions." Now it may seem strange, but we believe it is true nevertheless, that all such sympathy is misplaced. Only *one* disposition is ever troublesome in the school-room, and that is the *teacher's own*.

Extract from Massachusetts Teacher.

WELL, that pleases me—it does, indeed: "Only *one* disposition troublesome, and that the *teacher's own*." Yes: I found it so yesterday morning, when, on reaching the school-house, I found three of my largest boys had been playing ball in the school-room, contrary to directions, and had broken four panes of glass and spilled a bottle of ink, besides overturning the table in scrambling after the ball, thus turning my books and papers topsy-turvy. Yes, my disposition troubled me then, I acknowledge it; and, if I could have laid hands on the boys, I think my disposition would have troubled *them*, too. But they were beyond my reach, in the furthest corner of the yard, innocently engaged in wading through a mud-puddle—had no idea of going into the school-room—had n't been in for a month, probably—were not sure that they *should* go in for a month to come. When the bell rang they were the last to come in, with the most unconscious air imaginable, heads turned persistently away from the broken windows, and eyes devoutly fixed upon the ceiling to avoid meeting mine. Then, when I inquired if any scholar had been in the room before I came, the interested air with which these young rebels looked around the room,

anxiously endeavoring to assist me in discovering the perpetrators of the mischief, was too aggravating to be borne. My disposition troubled me again then; it did, indeed.

But it was all my own fault, the result of my inherent wickedness of disposition. I've tried to overcome it, but in vain: it troubles me every day. When I am hearing my class in Reading, and want to give it my whole attention, and suddenly John laughs in one corner, Jacob drops a marble in another, Ben knocks down his slate in a third, and little Tim rolls himself, 'individually and collectively', off the seat in a fourth, with an unearthly shriek that would do honor to a 'howling dervish'—*then* the 'old Adam' within me rises to 212° Fahrenheit, and I groan in spirit over my unhappy disposition.

When Col. A. from Kentucky, or Rev. Mr. B. from Florida, or Capt. C. from Nova Scotia, visits our school, escorted by one or more of our worthy School Inspectors; and, instead of sitting bolt upright with toes turned in, and eyes intently fixed on the blank page of a 'singing-book', or, in lieu of a book, upon a nail-hole filled with putty in the desk, thereby aiding me in impressing on the minds of the beholders the idea that winking and gaping are the most heinous offenses ever committed in our school, every individual scholar thrusts his angular elbows between the ribs of his next neighbor, scrapes his feet dolefully upon the sandy floor, throws spit-balls at the girls in the corner, or rolls marbles along the seat with a noise of thunder,—*then, then*, my disposition troubles me woefully.

I do n't blame the little innocents—oh no! *they*'re all well enough; but as for me, alas! woe is me! for I have a disposition.

'INFELICIA'.

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#### AN INCIDENT IN SCHOOL GOVERNMENT.

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My friend STANTON undertook teaching a private school in the place where he was living. He had been brought up in the West, and had lived for some years in Grovesend, so that he knew the character of the people, and the spirit of license and freedom which had generally been indulged in the children. Not a few of the boys had the reputation of being turbulent and rebellious, and it was likely to require both a steady hand and good judgment to control with success the wild elements. I have thought, from what I knew of STANTON's school, that he was often too lax in his management; but he excused himself by quoting the agricultural proverb about not setting the coulter too deep for new ground. He said he should bring up the

standard both of discipline and scholarship as he enlarged the school and brought it more fully under his influence.

STANTON's arrangements at first were such that he was not obliged to spend his whole time in the school-rooms. For assistant he employed a female teacher who had been trained in one of our best New-England academies. She had complete knowledge of what she was to teach, and the steady patience and perseverance necessary for thorough drilling of her classes; besides, she had the New-England ideas of duty and discipline; she had obeyed strict regulations in school, and in turn expected obedience of her pupils. Her manner was quiet and dignified, some times seeming severe, but generally gentle, and never in the least overbearing. The school-room was frequently left in her charge, and there were several classes which some times recited to STANTON and some times to her.

For a considerable time all went well in school. Perhaps the western courtesy to women coincided with the dignity of the teacher and the ambition for good-standing which was aroused by STANTON's new government, so that even the roughest boys, those who had defied all authority both at home and at school, were as ready to obey Miss GILBERT as STANTON himself. But at length a spirit of insubordination was manifest, which seemed to indicate that three boys nearly grown had determined to break down Miss GILBERT's authority. When she had the care of the room or was hearing their classes, they were disorderly, communicating with each other, occasionally whispering, laughing, or getting up trifling play. Her glance of displeasure was met by a look of cool indifference: when called by name in reproof of their misbehavior, they soon renewed the offense, and plainly set her at naught. If STANTON was in the room or heard them recite, they were perfectly respectful and orderly, and could not be detected in any impropriety.

STANTON was unwilling to interfere to support Miss GILBERT's authority on what seemed to be such slight necessity. The spirit that actuated the three young men (as they might be considered) was evident, and the conspiracy undoubted; but unless it came out in more overt acts it would appear both to them and to the rest of the school that she was unable to maintain her authority without a constant and visible support from the principal. It would not do to let them drive her to a perpetual reporting of minor delinquencies. STANTON resolved to compel them either to yield to her, or rebel so openly that the intervention of the supreme authority should be manifestly called for. "As a doctor" said STANTON, "some times hastens the crisis of a disease and thus forwards its cure, so I determined to make these boys see where they stood, and choose between rebellion and unqualified obedience; I was sure they would choose the former."

Giving Miss GILBERT his view of the matter and directions

for the execution of the plan, one day he spent more than usual time in the school-room, and heard many classes. Whenever he detected a pupil holding communication with another he instantly called him by name, and ordered him to stand up and remain standing until permitted to sit down. Some were called up at their desks, others at recitation; in either case the new punishment was a great mortification, but no one hesitated to obey. The three conspirators, GROSSTATE, THORPLEY, and ROYSTON, were, as was expected, blameless; but the whole school wondered at the innovation.

Next day Miss GILBERT was left in the chair as usual. When she called up the class containing these boys, they soon renewed their misconduct. She ordered GROSSTATE to stand up. He refused. She asked if he understood the order, and repeated it. He refused, adding insolent language to the refusal. Before the recitation was through, ROYSTON and THORPLEY had each received and disobeyed the same direction, but without insolent replying. No further notice was taken of the matter, and things went on as usual through the day. STANTON had wished to deal with GROSSTATE first, because he had least courage and obstinacy, and was the weak point in the conspiracy. His special insolence gave reason for calling him first to account.

At the close of school in the afternoon STANTON had given the signal of the bell to prepare for dismissal, and the pupils were waiting for the signal for departure, which was never given till the bustle of putting away books had subsided to perfect silence. When every eye was upon him with expectation, he suddenly turned to GROSSTATE and said sternly, "ALFRED GROSSTATE, this morning you were guilty of insolent conduct to your teacher, Miss GILBERT. You knew that sitting in my place she had full authority over the school; but you told her you would not mind *her*. Now," drawing his watch and laying it on the table as he spoke, "I give you *two minutes* to confess your offense, say that you are sorry for it and will do better. If you do not do so, we will settle the matter after school."

Corporal punishment was almost unknown in the school. What might be meant by 'settlement after school' was not known; but that it was something to be feared was manifest, and it was known that corporal punishment might prove very severe.

As STANTON ceased speaking, every eye turned from him to GROSSTATE. No one stirred. Not a breath was heard. The culprit was taken by surprise. He had expected to be notified to remain, and had made up his mind to take a moderate whipping, but without giving up his rebellious spirit. Now he was in a pillory of shame. The steadfast artillery of eyes on every side distressed him. The unwonted silence and attention concentrated the impression, while the stern glances of the teacher were like arrows of fire. He turned red, then pale, then flushed

up again. His face quivered and was distorted with contending emotions, while his limbs moved in little jerks and he twisted his body on his seat, looking only at the master before him, who was looking some times at him, some times at the school, and some times at the watch. "One minute has passed," said STANTON. There was no change, but that his face showed that his will was failing under the trial. "Thirty seconds are left," said the teacher. "I do n't know what you want me to say," stammered GROSSTATE. "You know that you were impudent to Miss GILBERT and refused to obey her, and you can say so; you know whether you are sorry for it, and will behave better, and you can say so. Fifteen seconds are left." In an instant he was on his feet, faltered out the required apology almost in STANTON'S words, and subsided into his seat, thoroughly conquered.

He was never again disrespectful to any of his teachers in that school; and when, some months later, Miss GILBERT died unexpectedly one night, and the announcement was made in school next morning, the sorrowful face and tearful eyes of ALFRED GROSSTATE bore testimony to his kindly regard and true respect for her. Perhaps a touch of remorse deepened the feeling.

The other boys were soon disposed of. They were not noticed that day, but knew that something awaited them. THORP-LEY'S conduct was mentioned to his father, and home influence and the teacher's admonitions brought him back to his duty. ROYSTON had had difficulty with previous instructors; STANTON talked with him kindly two or three times and urged him not to forfeit the good character he had begun to earn, and warned him that the end with him would be dismissal from the school. He chose the wiser course, and confessed and forsook his rebellion.

STANTON never repeated this expedient, for he had no occasion so to do, and part of its effect came from its novelty. Had he required instant submission, the boy might have refused it; had he given him forewarning, he might have gathered his powers of resistance; and if the apology had been left to be given next day, his fellows would have strengthened his courage. They ridiculed him for yielding in two minutes, but were weakened by his defection, and strongly impressed by the promptitude, energy and determination of their teacher: they learned that he would vindicate his authority and maintain his government, choosing his own times and ways. Those 'two minutes' exorcised the fell specter of insubordination, so that it vanished for ever from that school.

A. E. T.

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GOLD is universally worshiped, without a single temple, and by all classes, without a single hypocrite.



WHITESIDE COUNTY TEACHERS' INSTITUTE.

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WE regret to be compelled to give so brief an outline of the proceedings of the various County Associations. We are aware that precedent may be urged in favor of a more extended notice of these meetings. But our friends must remember that the number of county organizations has been greatly multiplied during the year past. Indeed, our whole journal would scarcely contain a full record of the doings of all these bodies. This is a fact in which we all rejoice; but it shows, at the same time, the necessity of greatly abridging the reports in the *Teacher*. Another obvious fact is, that many transactions of very great local interest are not of sufficient general significance to fall within the appropriate scope of our State journal.

We know of no more cheering sign of substantial progress than the numbers, the energy, and oftentimes the signal ability, which characterize the meetings of many of the County Institutes. We have recently read the proceedings of several of these which more than rivaled, in all respects, the early meetings of the State Association itself.

We give below a condensed statement, by a correspondent, of what was said and done at the last session of the Whiteside County Institute:

The Institute held a session of one week, and was conducted by Mr. GEO. SHERWOOD, of Chicago. The meeting was held in the beautiful new school-edifice, which adorns one of the finest sites in Fulton. The Institute was the largest ever convened in Whiteside county, and one of no little interest. Addresses were delivered by Messrs. SHERWOOD, SCOTT, of Lyndon, SHANNON, of Sterling, DAVIS, of Sterling, and ALVORD, of Fulton City. Essays were read by Misses JENNIE SAVILLE, M. E. P. SMITH, J. MILLIKEN. The following resolutions were discussed at various times during the Institute:

*Resolved*, That the sexes should not be separated in school.

The usual complimentary remarks to the *females* were made on this resolution, and some pretty plain remarks made by one individual as to charging upon coeducation of the sexes evils which were chargeable to want of proper arrangement of grounds and out-buildings.

*Resolved*, That this Institute consider it the duty of the teachers of this county to read a portion of the Bible each day to the pupils under their charge.

This was adopted as well as discussed.

Among the resolutions adopted were the following:

*Resolved*, That the Institute recommend the *Illinois Teacher* to the profession, and to every true friend of learning, as a journal worthy their earnest regard and their most cheerful support.

*Resolved*, That the liberal appropriation of the Board of Supervisors toward defraying the expenses of school visitation and of the present Institute shall continue in grateful remembrance.

*Resolved*, That the active and intelligent spirit with which Mr. SHERWOOD has conducted our exercises meets with our cordial approbation.

*Resolved*, That this Institute deem the designs of Mr. KINNEY, of Lyons, the architect of the Fulton and Lyons graded-school houses, as distinguished by eminent good taste, and as calculated to diffuse correct principles of academic architecture throughout the county.

The following are specimens of the sentiments offered at the Banquet:

*Education and Religion*—Education without religion becomes cold-hearted scepticism, religion without education becomes superstition: together they form the true basis for individual and national prosperity.

*The Lady Teachers of Whiteside*—Always upon the light side and the bright side and the right side of every educational question—upon every side sowing seeds in the soil of mind for a rich harvest of knowledge. *Query*—Is the little question often put by bachelors with fluttering hearts, in the gray morning after a Sunday night, an educational question?

*The Big Brick School-House on the Hill*—Mr. KINNEY's 'great speech'—from foundation to dome a masterly specimen of towering eloquence; the great thought, nobly and beautifully expressed by the hand.

Responded to by Gen. APPLAUSE.

*Old Bachelor Teachers*—May they enjoy the single blessedness of teaching school.

All the ladies, with one voice, pitched into Mr. FARWELL, who said that after the hearty supper he was 'too full for utterance'. He did n't think so much of this 'single blessedness', and thought if he could only find out what lady gave the toast he would propose that he and she should *lay their heads together* to contrive some better plan.

In matters strictly of the Institute, this was much like other institutes, if, indeed, other institutes can get up as much enthusiasm; and you do not find a KELLY as commissioner in every county, to take hold with the teachers. But there were some things connected *with* the Institute, *almost of* it, which added no little to the enjoyment and good feeling.

Whiteside county is one of the most thriving in the State, as one may know from the fact that her teachers do so well. They stood *fourth* on the subscription-list to the *Illinois Teacher* last year.

The Dement House, at Fulton City, is one of the finest hotels in the West. CHARLES DEMENT, Esq., the proprietor, one of the

\*most active business men of the Northwest, and Mr. TODD, lessee, gave a GRAND EDUCATIONAL BANQUET. The Dement House cost *one hundred and ten thousand dollars*, exclusive of the furniture, which cost some forty thousand dollars. The building is four stories high, of hewn stone, and it is the intention of the proprietor to convert it into an educational institution. Let such noble liberality meet with a due response from the friends of education. Fulton is one of the most beautiful places in the West, looking off down the great Mississippi. Her public-school house has, perhaps, the finest site of any with which we are acquainted, and does not disgrace the site, as is too often the case.

After the regular exercises of the Institute were closed, the ladies and gentlemen gathered on Friday evening at the Dement House, for a feast for body and mind. As it was after an evening lecture, they soon found their way to the table, where the hospitalities and freedom of the house were tendered them, on behalf of Mr. DEMENT, by Dr. HUBBARD, and suitably acknowledged by Commissioner KELLY. Rev. Mr. STARKWEATHER invoked a blessing upon the bounties of which they were about to partake, after which the good things of the body were discussed in a way more flattering than profitable to the hosts. But man, or woman either, can't eat *very* long, and the feast for the mind must be ready. Some pleasant things were said and read, which if printed would be too much like *bottled wit*; and the company spent some time after adjourning from the supper-table in viewing the fittings and arrangements of the magnificent house in which they were met. What a grand hall for public exercises would be that ball-room. For recitation-rooms, in fact for every thing, from rooms for instructors' families all through to closets for apparatus, this house would furnish room for a whole institution of no small dimensions. As one remarked, 'men build hotels with regard to economy, but not school-houses', and here may be an opportunity for some institution to rise which shall do honor to our State. We hope Mr. DEMENT's liberality will at least meet with due attention from educational men.

But the next morning found us there; and in the small hours we hastened to our beds. At eight o'clock A.M. the cars bore away most of the teachers, and many pleasant jokes and dry remarks were passed at the cars before parting.

Long flourish the Whiteside County Teachers' Association!  
Long prosper the City of Fulton! Long live DEMENT! A.

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I SHALL always reverence a gray-headed truth; yet prefer reason, a daughter of eternity, before antiquity, which is the offspring of time.

CULVERWELL.

SCHUYLER COUNTY TEACHERS' INSTITUTE.

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THE second session of this Association was held in Rushville, on the 6th and 7th of last month. The attendance was small, but the exercises are said to have been very interesting and profitable. The time was chiefly spent in the discussion of various educational questions. Essays were presented and read on *Scraps of Experience*; *Homely Truths*; *Mystery Explained*; and *Reading*.

An excellent address was delivered on *The School Law*, by the Editor of the *Schuyler Citizen*.

Resolutions were adopted commendatory of the *Teacher*; urging improvements in the constructing and furnishing of school-houses; hinting that teachers who look for employment in that county must attend the meetings of the Institute; and also the following:

*Resolved*, That each member of this Institute be required to furnish an original essay on some educational topic, to be read at the next session.

*Resolved*, That the Executive Committee be instructed to procure the services of Mr. S. WRIGHT, or some other suitable person or persons, to attend the next annual session of the Institute.

[Condensed from the report of the Secretary, R. M. HOSKINSON.]

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BOONE COUNTY TEACHERS' ASSOCIATION.

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THIS Association met at Belvidere, April 5th, Mr. H. M. BUSB presiding, and continued its sessions five days. The time was occupied in exercises of the usual practical character, discussions of methods of teaching, relations of experience, accounts of the condition of schools, etc., with essays and lectures. Mr. EBERHART delivered an address on *Living and Existing*, which was very interesting and attentively listened to. "In treating the subject he did not consider the words *living* and *existing* as synonymous terms. *Living* is to live in being active, in doing good; to have some high aim in view. To *exist*, in a word, is to exist, and that is all." Mr. MERWIN gave a fine address on *Our Teachers*. Rev. Mr. BURR lectured on *The Kind of Instruction which the Present Age Demands*. Mr. W. FOSTER, who was Principal of the Institute, conducted the exercises and

lectured on *Chemistry*. Mr. A. A. GRIFFITH taught *Elocution* and lectured upon the subject.

Several resolutions were adopted, including the following:

WHEREAS, This Association is aware of the evils resulting from the employing of teachers for a single term only; and whereas, we consider that the only remedy for these evils is the employing of teachers for a longer time; therefore,

*Resolved*, That the School Directors of Boone county be requested to employ the same teacher for at least one year.

Mr. BUSH resigned the office of President, stating that he expected to leave the county; his resignation was accepted, and a resolution passed expressing the high regard entertained for him by the Association. Mr. FOSTER was elected President, and the Association adjourned to meet next Fall upon call of the Executive Committee. The meeting is reported to have been very interesting and profitable.

[We have condensed the above from the report in the *Belvidere Standard*.]

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#### BARNARD'S JOURNAL FOR MARCH.

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WHAT teacher can fail to have his enthusiasm kindled, and his zeal heightened, by the sketches of eminent educators given in the March number of *Barnard's American Journal of Education*? Surely, none who reads them. Read the sketch of THOMAS ARNOLD, of Rugby, and see if the teacher's can not be a noble office. What energy and devotion to the cultivation and elevation of mind! And that, too, of G. F. THAYER, a noble example of a Christian gentleman in the school-room. The portrait which Mr. BARNARD has given is the best we have seen for many a day: we do not mean as a work of art, as a mere engraving; it is its *character* that makes it so good. We would give a good price for one of life size to hang prominently in our school-room. It would be a constant moral lecture to scholars. Their characters could not fail to be impressed from it. Firmness and kindness are seldom seen so blended with earnestness and energy as in this portrait. We like to turn to it, and study it. Nor can we pass by the plainer but equally earnest face of Dr. ALCOTT—more universally known in this country,—nor by his works and efforts as exhibited in the sketch accompanying the portrait. If Mr. BARNARD had given his readers but these three portraits, and the accompanying sketches, he would have given them *value received* for their subscription. We call the Dr. JARVIS article on *Tendency of Misdirected Education to Produce Insanity*, and other very valuable articles contained in the three hundred pages of the March number, clear gain to us. No man who means to be an efficient teacher should be without this journal. Even if he learns nothing for direct practice in his labors, the moral aid, the new courage imparted on seeing how others have risen above trial and difficulty, will elevate the reader and make him better able to cope with ignorance and error, and give him a stronger faith in the ultimate success of properly-directed effort. Nor can one peruse the various literary articles without an expansion of his views beyond the narrow, contracted circle of daily observation, and getting nobler ideas of the value of life.

J. H. B.

TRAVEL NOTES OF THE STATE AGENT.

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PEORIA.—A variety of circumstances conspired against the Institute held in this county; among which I may mention the almost impassable condition of the roads, the fear of small-pox, and the great interest felt in other meetings then in progress in the city. But, through the efforts of the School Commissioner and the Principal of the Peoria High School, who never say 'fail', the Institute was rescued, and enabled to do some good notwithstanding its adverse surroundings.

The Public Schools of the city are perhaps as widely and favorably known as those of any city in the State; but, as I did not have the opportunity personally to examine them, I must leave further comment to a future time, only adding that the City has just completed another beautiful school-house, for the south end, at an expense of some twelve or fifteen thousand dollars.

CARLINVILLE.—'The little State of Macoupin', as Judge PALMER facetiously terms his county, gathered together in Carlinville, the capital, her educators, and continued them there for three days. At first the disputatious element seemed to predominate; but soon the utmost unanimity and good feeling prevailed, enthusiasm sprung up, and an earnest spirit pervaded the whole exercises. This meeting is an era in the history of the county. Prominent among the teachers I may mention Commissioner JUDD, and Messrs. JENKS, MACK, CYRUS, and POTTERS. The project of supplying the districts of the State with a carefully-selected but economical school library, like that recommended by the Superintendent of Public Instruction and the Board of Education, together with a large number of the most distinguished men in the State, was fully and freely discussed and heartily indorsed. The first evening Judge PALMER, in a vigorous address, showed that it was a matter of importance that habits of system and order should be early planted. It mattered little what a child, when grown to manhood, should engage in, order would help him. He recognized, also, the respectability of teachers, and asserted that their position in society must always be just what they themselves make it. They might be honored as none others are, for they labored at the mountain-top, and could turn the torrent on either side they chose. The address was witty, practical, and appreciated, and had the effect to furnish the Agent with a full house the next evening. On Friday evening Mr. EDWARDS delivered the same admirable address on *Normal Schools* which was pronounced before the State Association at Decatur.

Carlinville boasts of two two-story brick school-houses, pays fair salaries, and would be benefited by consolidation. The three districts should be united, and a central high school could then be established ample enough to furnish an advanced education to all who should desire it. *Blackburn Theological Seminary* is located here, and has a fund of one hundred thousand dollars.

CHARLESTON.—I have seldom met a more numerous or more enthusiastic body of teachers and citizens at a County Institute than assembled at Charleston. The drill-exercises during the day were conducted in part by CARROLL and McMORRIS, of Charleston, GILL, of Mattoon, and MERWIN, of Chicago. The church was filled daily, but nightly it was crowded. An exciting debate sprung up on the subject of *Mental Arithmetic*; and, strange to say, there was an earnest opposition to its being taught in schools. The shade of COLBURN must have rested uneasily in its grave at the determined assaults made upon the manner of teaching arithmetic which he inaugurated. It was claimed that a full and round analysis and statement of all the mental processes in solving a question wastes time, and confuses rather than aids the mind; and that, furthermore, it begets formality, and renders it possible for pupils to answer questions by following the formulæ without understanding them. On the other side, it was urged that the method of exact and rigid analysis required in mental arithmetic is the only way to secure clearness, the quickest way to secure thoroughness, that it is an admirable intellectual discipline, and, lastly, that mental arithmetic is the arithmetic of common life—found at the counter, in the shop, on the farm—every where; it actually underlies and supersedes written arithmetic. The series of Illinois District-School Libraries was unanimously approved, and with a cordiality which showed an appreciation of even a few well-chosen books. Essays were read. Rev. Mr. TAYLOR, Rev. Dr. BUNDY, and Elder YOUNG, took an active part. Mr. MERWIN, of the *Home Journal*, made a happy and effective speech on Wednesday evening, and was followed by Dr. L. M. CUTCHEON, of Urbana. From the Doctor's well-known enthusiasm in the cause of popular education, and his abilities as a speaker, much was expected; but the audience were not disappointed. His theme was *Physical Education*. Pure air and water, correct positions, exercise, cheerfulness, etc., in turn, were commented on. But I can not attempt to give the *animus* of the lecture in the brief space allowed me. Teachers must come, sooner or later, to understand that the mind is not the whole of man; that the soul even is not exclusive, but that every man has a *body*, and that this body is susceptible of development.

I can not leave this place without bearing testimony to the efficiency of her public-school teachers. They are earnest, apt and competent men and women,

ATLANTA.—Here are as yet no public schools. I found an academy-building half completed, showing that an education of some kind was contemplated; but this building was not fit for use, and the stockholders seemed in doubt what to do with it. Of course, it was begun on the idea that schools of a higher grade must necessarily be private schools. At a public mass meeting of the citizens a motion prevailed requesting the District Board of Directors to purchase and fit up this building for a Union Graded School. Should this be accomplished, Atlanta will not be behind her neighbors in the good cause and in good accommodations.

WASHINGTON.—This growing town, on the Peoria and Oquawka Railroad, in Tazewell county, contains a new and elegant school-edifice ready for the reception of furniture. I learn that the cost of its erection was something over ten thousand dollars. It was built by a company of public-spirited citizens for the good of the place, and not because they had any partiality for private over public schools; indeed, the stockholders are willing to dispose of it on very liberal terms to the town for a High School, and it is not unlikely that this will soon be effected. The main hall of the new Academy was filled to overflowing on the evening I was there. Original poems were prepared for the occasion, and sung with spirit and taste under the direction of Mr. BRUCE. I can hardly too much commend the manner of getting up and conducting this educational gathering, and the warm welcome given to the Agent was a pleasing indication of the estimation in which his mission is held—it was a spontaneous expression of feeling in favor of popular education.

I must not forget to call attention to the Editor of the *Washington Investigator*, who never loses an opportunity to roll on the car of human progress.

Mr. BRUCE, the leading teacher of the place, has had great success, and to him is owing much of the educational enthusiasm which exists here. Miss GOODALE and Mrs. WORCESTER are also meeting with good success. I met here Mr. ALLEN, of Pekin, who, as School Commissioner of the county, is the legal guardian of her educational interests. He proposes to hold a School Celebration, at Tremont, on the third of July.

MOXMOUTH.—The third meeting of Warren County Teachers' Institute continued in session three days, and evinced an increasing interest. Although the elements conspired against them, although the County renders no aid, yet, through the self-sacrificing labors of such men as TRACY, JENKS, and STEVENS, and the teachers generally, the fires kindled on the altars of their County Society are not allowed to flicker and go out, but are fed, and burn on with a steady blaze. An earnest, inquiring spirit characterized the drill-exercises; and I shall be much disappointed if the self-educators who composed this Institute do not do a good work in educating the children in



Warren county. Another Institute will be held in the county the coming Autumn.

I close my Notes for this month by stating the great favor which is manifested toward the decision of the State Superintendent that district directors may subscribe for a copy of the *Illinois Teacher* and pay for it out of the public funds. Let this journal be placed in the hands of the school-directors, and it will work a revolution in favor of the common schools. I look upon the general circulation of an educational journal among the masses as a matter of the utmost consequence.

S. WRIGHT.

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## EDITOR'S TABLE.

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KNOX COLLEGE.—REV. HARVEY CURTISS, Pastor of the First Presbyterian Church of Chicago, has been elected President of Knox College, in the room of President BLANCHARD, resigned.

PERSECUTE THEM.—A friend in 'Upper Egypt', fired with a just and noble indignation against those uncircumcised heathen who obstinately refuse to let the light of our monthly luminary shine upon their darkened minds, proposes the establishment of a system of hot and relentless persecution against those calling themselves teachers who will not take the *Illinois Teacher*. Very well: smoke 'em out, brother! Let the torch and faggot blaze, unless they recant and *subscribe*! Many have found the stake for a less crime!

MISSOURI.—The Teachers' Association is to meet at Jefferson City on the second Tuesday (13th) of July. The *Missouri Educator* gives some statistics of schools in that State, from which we learn that the number of school districts in the State is 3858; school-houses 2671; male teachers 2409; female teachers 480; children between five and twenty years 302,126; children taught during the year 1857-97,907—about 32 per cent. of the whole number. About one-half of the amount paid to teachers was derived from the State School-Fund, and one-sixth from township funds.

DEFERRED ARTICLE.—The results of some very interesting and original investigations relative to customs once prevailing in the Mohawk and Schoharie Valleys, together with spicy personal reminiscences of the same, have been communicated by our shrewd and witty correspondent 'P. H. W.', but too late for this number. The article is especially valuable for the clear view which it affords of some strange social pastimes in which the school-masters of those sequestered valleys were wont to indulge, in reference to which our

correspondent, veiling his modesty beneath a classic robe, exclaims, in the language of the great ÆNEAS, "*Et quorum pars magna fui.*"

**IRREGULAR ATTENDANCE.**—The Fourth Annual Report of Mr. W. H. WELLS, Superintendent of the Public Schools of Chicago, has been placed upon our table. It is a very valuable and suggestive educational document. That part of the Report to which we would call the special attention of our readers is the searching examination of the fundamental principles which underlie the whole free-school system, viewed in relation to the justice, the expediency, and the necessity, of coercive measures to secure regularity of attendance.

This discussion was suggested by and in defense of the following 'rule' of the Chicago Board of Education, which took effect on the first of January, 1858:

Any scholar who shall be absent six half-days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent and the Superintendent that the pupil is suspended. No pupil shall be restored to school till he has given satisfactory assurance of punctuality in the future, and obtained permission from the Superintendent to return.

Irregular attendance is regarded by Mr. WELLS (justly, beyond a doubt) as the most alarming evil which menaces the usefulness, the stability, and even the existence, of our noble system of public schools. Animated by this belief, the author of the Report proceeds with great earnestness to grapple with this monster evil, and to strip from it the specious pretexts and disguises by which its deformity and wickedness have been in part concealed. He demonstrates—unanswerably, we think—that the rule in question may be triumphantly vindicated, on the strong grounds of *economy*, of *safety to society*, and of the *sacred rights* of the many, which have so long been sacrificed to the wanton caprice or negligence of the few. We can not do justice, in this brief notice, either to the magnitude of the interests involved in this subject or to the convincing force with which Mr. WELLS discusses it. We hope every reader of the *Teacher* will obtain a copy of the Report and read it for himself.

We will only add that the views presented on this subject in the Report have been for many years among the most solemn convictions of our own mind; and unless the principles here so earnestly contended for are admitted in theory and applied in practice, our glorious system of free schools is doomed; sooner or later the whole fabric must fall.

**WHO WROTE IT.**—'The Old Schoolmaster's Story', in our March number, was copied from a newspaper where it was credited to Prof. ROBERT ALLYN. The *R. I. Schoolmaster* informs us that it was taken from the first volume of that journal, and was written by DANA P. COLBURN, Principal of the R. I. State Normal School.

**THE ECLECTIC EDUCATIONAL SERIES.**—In the advertising sheets of the *Teacher* our readers will see what the publishers of this series say for themselves about their books. In the present abundance of school-books it may seem hopeless to seek for the best, par excellence, nor are we sure that such a paragon exists. Perhaps as teachers' methods must vary, so must their text-books. But we believe no series of books has ever obtained so many voices of approval from teachers as *McGuffey's Eclectic Readers*. No other series has

been so popular throughout the West, we well know. It has now been revised and appears as a 'New Series'. We have carefully examined it, and find it an improvement on the old series, excellent as that was, and unhesitatingly say that we know of no better books, and should not take the trouble to look for any. The printing of this series is beautiful, the paper very fine, and the binding good; and the *McGuffey Readers* are proverbially cheap.

*Ray's Arithmetics* have deservedly shared in the popularity of the Eclectic Series. We have carefully examined the Higher Arithmetic and the Algebras, and are very much pleased with them. The Higher Arithmetic is used as a text-book at the Normal University. It is better than any other Higher Arithmetic that we know to be used in this country. We hope to notice it again more fully. The Algebras are clear, full, and comprehensive. We advise all who wish to arrange a course of studies including Algebra to examine these before choosing.

**SOLUTIONS.**—We have received several solutions to the Problems in our April number, but a few more might be sent in before the 10th instant; perhaps some better ones.

**PHYSICAL TRAINING.**—We rejoice to see, by our exchanges, that the article in our last number on the *Physiology of Education* is attracting a degree of attention in some measure commensurate with the great importance of the subject which it so vigorously discusses. We shall look for the promised *text-book* with all the more interest from the taste thus afforded of its quality.

We see, also, that a department of systematic physical training has been introduced by our worthy associate, W. S. POPE, into the Rock River Seminary, an excellent institution, over which he, in part, presides.

These are good omens. Speed the day when the rose shall supplant the lily upon the cheeks of our fair women, and when our young men will be as much ashamed of a weakly, misshapen, and rickety body, as of an ignorant and untutored mind.

**JOLIET.**—MR. A. G. S. ALLIS, lately a teacher in Albany, has accepted a situation as Principal of the High School and City Superintendent at Joliet. The *N. Y. Teacher* says: "By this change New York loses and Illinois gains one of the most accomplished and successful teachers in the country."

**PEORIA.**—The advanced class of Peoria High School will graduate at the close of the present school year (at the end of this month). This will be the first class graduated in the city, and is a triumph for the public-school cause. A splendid new high-school building will be erected in Peoria this year. This will furnish the completion of a set of school edifices such as is equaled in few cities of the same size.

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**NO OUTSIDE STUDY.**—The School Committee of Boston have recently forbidden the assignment of lessons for study out of school in the Girls' Grammar School. This has been done at the instance of the City Physician, who examined the subject, and was convinced that the practice wrought great mischief. We think the prohibition might wisely be extended much further.

**NATIONAL ASSOCIATION.**—The National Teachers' Association, organized at Philadelphia last August, is to hold its second session at Cincinnati, Aug. 11th. Messrs. WENTWORTH, STONE and W. S. POST are delegates appointed by our State Association. A very interesting meeting is expected. HORACE MANN, President of Antioch College, and DANIEL READ, Professor in the Wisconsin State University, are speakers engaged from the West. The *Massachusetts Teacher* says that JOHN D. PHILBRICK, City Superintendent in Boston, will speak for New England.

**MATHEMATICAL JOURNAL.**—We have received the prospectus of this contemplated publication, which was briefly noticed in our last number. The plan and scope of the work are clearly stated in an introductory note accompanying the prospectus. We hail the announcement of this new auxiliary in the educational field with very great pleasure. The time has certainly come, in the history of mathematical learning in this country, when such a journal is needed. We are therefore not surprised at the hearty responses which have poured in from the most eminent scholars in all parts of the land, in reply to the circular note of Mr. J. D. RUNKLE, asking for advice and coöperation. The obvious utility of, and the demand which the present posture of liberal learning makes for such a publication, will, we hope and believe, secure for it a very large circulation: while the position and character of its projectors, and the array of distinguished scholars who 'have pledged their constant and active coöperation', leave no room for doubt as to the spirit and ability with which it will be conducted.

Published by JOHN BARTLETT, Cambridge, Mass., at \$3.00 per annum. To appear as soon the subscriptions will cover the *cost* of publication.

**COAL-SCUTTLES CONSOLIDATED.**—Thus writes a friend in Galesburg: "We have at last made one step toward the Union School system. The seven school districts of our city are now *one*. We move very slowly toward a good system of public schools, and it seems to me that villages blest, as is ours, with colleges and seminaries, are doomed to be cursed with the poorest public schools. Our people seem to believe in the sacredness of the number seven. Let any one attempt the improvement of our seven paltry, miserable district schools, and he is soon told that he had better let *well enough* alone. And when the attempt was made to unite the sacred seven little coal-scuttle school-houses, loud were the conservative cries, while 'modern innovations' and 'hard times' became the themes of conversation. Still, the second step will soon be taken, and we hope the movement will gain a momentum that will preclude the possibility of its stopping short of a perfect system of schools."

**MACOUPIN COUNTY.**—At the session of the Teachers' Association of this county, held April 15th, the following resolutions were passed unanimously, without debate:

*Resolved*, That we regard our periodical, the *Illinois Teacher*, as vital to the cause of education in this State, and that we will give our individual efforts, not only to extend its circulation, but also to collect in different localities, and send the editor, local items of general interest to the cause.

*Resolved*, That the members of this Association hereby indorse the recommendation of the Board of Education in reference to the establishment of school-libraries and the introduction of apparatus into our schools: and that we should labor earnestly for the introduction of apparatus, and, as far as possible, bring before the minds of our pupils visible illustrations in the various branches we are called upon to teach.

Send us the 'items'. That is just the way to help us. Remember, the *Teacher*, will be just what the *teachers* of the State choose to make it. The Editor can not *manufacture* facts and items.

CLEVELAND, OHIO.—This city has seventy-six teachers, occupying fourteen buildings. Boys and girls are taught separately until they reach the Grammar Schools, but together there and in the High School. Teachers receive, upon examination, a certificate marked with a grade according to their qualifications; and qualifications as teachers are the standard, and not literary or scientific attainments. They are paid according to the grade of their certificates, and not according to the class of school in which they teach: thus a teacher of first rank may be put into a primary school and receive a higher salary than one of second grade in a grammar school. Mr. OGDEN (in *Ohio Jour. Educ.*) speaks in high praise of the schools of the city, and the results of their system.

WITHOUT A MASTER.—Gov. BOUTWELL gives the following strange account of what he saw while traveling in the West:

In Chillicothe there is a high school without a master. It contains about seventy pupils of both sexes, whose ages average between fifteen and sixteen years. They assemble together in a hall where the studies assigned by the teacher are pursued. The recitations take place in adjoining rooms. Two recitations daily are conducted by the Superintendent of Public Schools of the city; and the others by teachers appointed for that purpose. I entered the school-room unobserved, and, though there was no teacher present, there was no appearance of disorder or neglect of study. The school has been managed upon this plan for two years, with entire satisfaction to the teachers and to the public. I had no opportunity to become acquainted with the intellectual character of the pupils: but a school in which the power of self-control is so early and so thoroughly developed can not be unworthy of public notice.

RACINE.—The city of Racine has a High School to be proud of, as we are sure from the fact that the pupils have carpeted some of its rooms and adorned its walls with pictures and busts. The Board of Education have given the Principal, Mr. JOHN G. McMYNN, leave of absence to visit Europe and inspect schools, especially the most famous ones.

EXCLUDED THE BIBLE.—The Board of Education in the Fourth Ward in New York City has ordered the Bible excluded from their schools. This is not the ward containing the Five Points, but lies next to it, on the east side of it. Its character is easily guessed. Who does not pity the poor children there?

TELEGRAM.—This word, which failed to secure currency when first proposed several years ago in this country, is now adopted in England by the publishers of Johnson's Dictionary (the Messrs. LONGMANS), and is coming into use in this country.

**GOOD FEATURE.**—DR. CATLIN, of the Mansfield (O.) High School, has organized a class called the teachers' class, in which special instruction is given in the 'Theory and Practice of Teaching'.

**PHONETICS.**—Phonetic school-books and instruction have been adopted in all the primary schools of Syracuse, N.Y.; and an experimental class is instituted in Girard College.

**UNIFORM COURSE OF STUDY.**—In an address delivered before the Whiteside County Association, a sketch of which will be found elsewhere, Mr. W. W. DAVIS, of Sterling, advanced, and argued with much force and skill, the somewhat novel proposition "That an ascending grade of study should be prepared on the truest philosophical basis, one that shall be in harmony with the wants of our country and the age; and that this should be adopted in every common school in the State." The advantages that would result from the adoption of this 'natural order of study' were very fully pointed out. Much important truth undoubtedly lies in that direction, and we are glad to see the attention of scholars and educators turned to the subject.

**FREE UNIVERSITY.**—CHARLES McMICKEN has bequeathed nearly one million dollars to the City of Cincinnati, to establish a university where instruction shall be free. He labored for wealth for the purpose of founding this institution, and has imitated the Girard College in the conditions of his bequest. Orphans from five to fourteen years of age are to be supported out of the funds, and afterward, according to capacity, to be thoroughly educated at the University or taught trades. The Bible is to be a text-book in the institution. The City Council are to appoint the Directors.

**PENITENTIARY SCHOOL.**—In the Ohio Penitentiary there is a regular evening school for the benefit of the illiterate convicts. The branches taught are reading, writing, and arithmetic. Only 409 out of 608 inmates could both read and write: 128 have attended the school, which is in charge of the Chaplain.

**TEACHERS' WAGES IN NEW-ENGLAND.**—The *Massachusetts Teacher* gives the following table of teachers' wages, including in its estimate the price of board, except in Vermont, in which case it is not included:

Males, per mo.		Females, per mo.		Males, per mo.		Females, per mo.	
Maine.....	\$27 30	.....	\$13 04	Massachusetts.....	\$46 63	.....	\$19 17
New Hampshire....	25 89	.....	14 22	Rhode Island.....	34 50	.....	20 34
Vermont.....	16 92	.....	7 64	Connecticut.....	29 00	.....	17 25

**INDUCEMENTS.**—MISS AMANDA M. ROOT, of the graduating Class of the Ct. Normal School, wrote an essay on the 'Inducements to enter the Teacher's Profession', which is given in the *Connecticut Common-School Journal*. We copy her leading points as themes for thought. (1.) The Teacher's employment is one which, as a means of subsistence, will impart the most happiness. (2.) It is a situation where he can be useful. (3.) It affords the means for his own greatest intellectual and moral growth. (4.) He has the satisfaction of witnessing constant growth of mind among his pupils. (5.) He enjoys the grateful remembrance of his pupils and their friends. (6.) The faithful Teacher is doing his Heavenly Father's business.

## OFFICIAL INTERPRETATIONS OF THE SCHOOL-LAW.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
Springfield, Ill., May 1, 1858. }

*Question 38.* Can School Directors draw all the funds in the hands of a township treasurer belonging to their respective districts, and place the same in the hands of a district treasurer to be appointed by the directors?

*Answer.* They can not. The township treasurer is the custodian of all district, as well as State and township funds, and such district funds must be left in his hands until they are drawn out to be applied to the various purposes for which they were raised.

*Q. 39.* Where scholars attend school from two or more districts, should the amount due the teacher be apportioned out to each district in proportion to the number of scholars coming from each of such districts, or should the full amount be set down by the directors upon each schedule?

*A.* The full amount due the teacher should be set down upon each schedule by the directors.

*Q. 40.* Say district A. has two schools; one is kept five months, and the other four months during the school-year; can the directors lap the two together and claim to have had a six months' school?

*A.* They can not. Each school must be kept up six months to entitle it to draw public money.

*Q. 41.* School districts Nos. 1, 2 and 3 have had three months' school. The grand total days of each is 1,000. The amount certified on schedules by directors of No. 1 is \$90; No. 2 \$60; No. 3 \$50. The amount of money subject to distribution is \$200: distributive share of each according to the total number of days is \$66.66. Consequently No. 1 is not paid by \$23.33; No. 2 is overpaid \$6.66; No. 3 is overpaid \$16.66. Is the above mode of distribution in accordance with Sec. 34 of the school-law?

*A.* It is.

*Q. 42.* Scholars from an unorganized district attended school in an organized district; the teacher kept a separate schedule for the scholars so attending from the unorganized district, which schedule has not been paid; the unorganized district is now duly organized, such organization having taken place after the scholars had attended as above in the organized district. The directors in the newly-organized district, and where the scholars reside, propose to levy a tax on their own district to pay the schedule remaining unpaid as above: can they legally levy such tax?

*A.* They can not. Scholars going from one district to another to attend school are only bound to take with them the public money which they may draw upon the schedule to be kept of their attendance. When that has been paid to the district to which they go, they are under no farther obligations to such district.

*Q. 43.* School-officers are exempted from all road labor. Suppose the

County Court or Board of Supervisors assess A., a school director, two days' labor on the road, and ten cents on the one hundred dollars of all his property for road purposes, with the privilege of working out his tax at the rate of seventy-five cents a day: is he bound to pay the tax or work it out, or does the school-law exempt him from all road taxes or labor?

A. He must pay the tax or work it out. He is only exempted the two days' labor assessed him in connection with the tax.

Q. 44. How is a private institution, as an Academy or Seminary, to be changed into a High or Union Graded School under the present law?

A. The 35th section of the Act of 1857, gives two methods for the establishment and maintenance of Union Schools. The first method is as follows: Let the directors of all the districts proposing to unite in the establishment of such a school meet and set apart from each district such scholars as they wish to have attend such a school. Having done this, if they propose to purchase or build a house, they should proceed to levy a sufficient tax to purchase or build such a house as a majority of said directors may agree to purchase or build; levying upon each district an amount *equal to its proportion of scholars* set apart as above to attend the school. If the house is to cost over one thousand dollars, an election of all the legal voters in the union school district must first be had in favor of building the house, to cost a certain sum to be stated upon the ballots to be cast at the election—as, for instance, 'For a school-house to cost \$5,000'. It will be seen that it does not matter whether the directors propose to purchase a house already built (as has frequently been done in the State during the past year, when Academies and Seminaries have been turned into High or Union Graded Schools) or to build a new one, the vote will be the same in either case. The school thus once established, the law says, "The directors of the district in which the school is kept shall have the control and management of such school; and the directors of each of such districts shall pay its share of the entire expenses, of every kind, incurred in the establishment and support of such school, to be computed in proportion to the number of pupils residing in each of such districts comprising such school. Separate schedules of scholars coming from different townships (not districts), and attending such school, must be kept and presented at the same time required by law for the return of other schedules.

The second method of establishing and maintaining High or Union Schools is, to let the directors of all the districts proposing to form such a school meet and elect three persons to be styled 'Directors of Union School, in district No. —, in township No. —'. Such directors, when elected, have full power to levy taxes upon the property of the Union district to purchase or build a house (if the house is to cost over one thousand dollars, it must be submitted to a vote of the people as above), and to maintain the school. Separate schedules must be kept of scholars coming from different townships, as in the first method. In either case the directors of such a school may admit scholars from outside the Union district, under such rules and regulations as to tuition, attendance, etc., as they see fit to establish. It will be seen that the difference between the two methods above described consists in the fact that under the first plan the school is established and supported by the joint districts forming such Union district in proportion to the number of scholars attending school from each of such districts; and that the school is under the care of the directors of the district in which the house is situated. By the last plan the school is established and maintained by a tax upon the property of the Union district without reference to the number of scholars coming from any of the districts joining to make up the Union district, and that the school is under the direction of directors representing the whole Union district.

WM. H. POWELL,

*Superintendent of Public Instruction.*



# ILLINOIS TEACHER.

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## NECESSITIES OF THE COMMON SCHOOLS OF ILLINOIS.

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BY THOMAS J. CONATTY.

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EMINENT among the necessities of the Common-School Cause in Illinois is the need of proper

### SCHOOL SUPERVISION.

The advantages that would accrue from this are too apparent to call for argument or enumeration here. Illustrations of its utility, numerous enough, might be drawn from many departments of educational, artistic and mechanical enterprise. We shall give but two, however: Lately a Superintendent was needed for the New York and Erie Railroad, and to secure the service of a *certain man*, the directors offered a salary equal to that of the President of the United States. So much is there in such an office well filled! Harvard University numbers among its visitors and examiners some of the most distinguished scholars in this country: Harvard stands, confessedly, at the head of American institutions of learning. Has she the best Board of Visitors because she is the best college, or is she the best college because she passes so frequently through such a supervision? We do not hesitate to affirm the latter. If we are justified in taking a hint from an enemy, let us not be slow to learn a whole lesson from our friends.

And if school supervision possess advantages, is not its necessity demonstrated? But it must be an adequate supervision; not irregularly performed or nominally, but steady, careful, and systematic. It must be jealous, but generous; critical, but comprehensive; versed equally and sufficiently in details and broad general principles. It must be microscopic enough to miss nothing,

comprehensive enough to grasp every thing. It must be a supervision established in the right spirit and executed by the right men.

As the adage, "*ne sutor ultra crepidam*," applies here as appositely as elsewhere, should untrained persons be encouraged to aspire to the technical supervision of schools? The lawyer, physician, and minister must have a specific training to enable them to do their work well; but does the faculty of proper superintendence of schools come to a man by intuition or direct inspiration? Can it be had without time and toil, without studious observation and patient thought? Does it require all these to fit a person to teach well, and none of these to know when the teaching is well done? The supervision we contend for must be intelligent enough to lead the schoolmaster; strong and influential enough to direct popular sentiment in educational matters. It must not commence its work by a series of blind, hazardous experiments; for the best methods and means should be learned far in advance.

But the supervision that will meet the exigencies of our common schools must not only be right qualitatively, but ample in quantity. A State Superintendent can not do it all. He ought not to busy himself about the details of school-teaching. There are enough of weightier matters incident to his office that should not be neglected. He should never have been expected to lock his office-door and spend his time visiting schools in more or less obscure quarters. Yet the schools in more or less obscure quarters should not go unvisited. The most remote and backward school in the State has more need of especial care and oversight than the best in the city of Chicago.

But how can this class of schools be brought under a proper supervision? There is one effectual way, and that is by a County Superintendency. Let there be a competent person appointed in each county, with such a salary as will justify him in giving his whole time and exertions to the schools. Let him visit them as frequently as possible, and see that a right spirit and proper methods are working in them. Let him examine and, if need be, instruct teachers, form township and county associations, conduct institutes, deliver popular educational lectures, and thus go about every where within the limits of his county, spreading light and kindling up enthusiasm.

The plan is now in operation in Pennsylvania, and is proving eminently popular and successful. It was tried, for a while, in New York, but repealed through a narrow pecuniary policy; yet its brief trial left such an abiding impression upon the schools that the ablest advocates of popular education in the State are asking for its reestablishment. It would accomplish a good for the schools of Illinois such as few other agencies can; such as may never be looked for from the present county com-

missionership, which, in a majority of instances, is simply a nullity.

There is also needed a supervision by those directly or locally interested. The directors or school-officers should frequently inspect the schools under their charge—not in a captious, conceited, or credulous spirit, but as candid and careful observers. They should obtain a knowledge of the elements of a good school and the qualities of a good teacher, and then see and be satisfied they have both.

#### TEACHERS.

Competent teachers are a prime necessity every where—men and women of clear heads and large hearts, devoted to their work, tender to those under their charge, full of faith and hope and patience and tireless energy; with characters simple enough to enter into close sympathy with the innocency of childhood, yet capable of keeping step with the giant movements of the times. We need persons of sterling independence, not going about ‘with an air of perpetual apology for the unpardonable presumption’ of being school-teachers at all, yet wisely and honestly humble; persons who know more than they are called upon to teach; who understand the nature, motives, wants and yearnings of the young mind; who are strong enough to confirm the feeble resolution; faithful enough to reclaim the truant purpose; wise and firm enough gently to subdue the stubborn will—‘an iron hand in a velvet glove’; enthusiastic enough to set the soul in a glow with the love of knowledge, truth, purity, self-sacrifice, charity, and all those virtues of doing and suffering which lift our human nature to the skies; in a word, who are able and willing to turn the strong, swift current of youthful energies definitely in the direction of Absolute Good. These are the teachers needed by our State and time.

We are confident that, in this array of qualities, we are not asking more than poor humanity is capable of granting. Indeed, we know teachers who have nearly approached, if not actually touched, this standard. We only seek to have the profession go where individual members of it have gone; and, certainly, if it is theoretically true that the best gifts and acquirements of head and heart should be enlisted in the education of the young, it is not unreasonable to demand that teachers shall be cultivated scholars and Christian gentlemen.

It is very true that the teachers of Illinois, as a body, will compare favorably with those of other States. What work they undertake to do very many of them do well. All honor to them for this! But, nevertheless, the common schools of the State need better; and if the people demand better teachers of our profession, if they demand them in the right way, and keep demanding them, the day will come when they shall see such laboring in all their school-rooms.

## SCHOOL ARCHITECTURE.

The old, unsightly, poorly-adapted school-houses, in many parts of the State, are not only a blot upon the face of nature, but an absolute clog upon educational effort and school efficiency. There is urgent need that better edifices be erected—edifices which shall combine two essential elements:

First, the element of fitness; of special adaptation to the present and prospective wants of the school as a whole, and of its members individually. Skillful architects—those who understand school-house architecture, which has come to be a distinct branch of the science—should be employed, or books on the subject consulted. Houses should be furnished with parts enough for all the necessities of the school, and each part should be fitted for its particular function. The essentials of proper lighting, heating and ventilation, of recitation, library, apparatus and dressing rooms, of suitable seats, sufficient black-boards, etc., should be amply provided for. In a word, every school-building should be based on a clear and consistent design; should be as nicely fitted for its purposed offices as the light of science and accumulated human experience may contribute to its being.

The second element to be embodied is that of *beauty*. School-houses should be internally and externally as beautiful as is consistent with usefulness—and the agreement between the two is closer than is frequently supposed. A love for the beautiful is one of the most powerful means of true human culture. It is a high and perfect source of happiness to its possessor. An essentially bad character was never yet formed amid external beauty and grandeur; nor an elevated and harmonious one amid entire external deformity. Children should be especially guarded against the spiritual injury they are liable to receive from unsightly objects. In their homes, their schools, their associations, no jarring chord should be struck in that marvelous harp of the soul: light and beauty and love should still and ever call the music from its strings. Beauty, moreover, is cheap. Nature gives us her shade-trees and flowers and green hill-sides and glorious looks southward at little cost. Even art asks not much for those little strokes and touches which make all the difference between beauty and its opposite; but, whatever the demand, the cost is trifling compared with the result attained.

Before dismissing this topic, let us indicate a method whereby the School Architecture of the State may be much and speedily improved. Let the Superintendent of Public Instruction recommend the Legislature to make a small appropriation for the purpose of spreading through the State some cheap, practical work upon the subject. If the Legislature make the appropriation, as doubtless it would if properly recommended, let him see that such a work is circulated as extensively as the means placed at his disposal will enable him to do.

Hon. HENRY BARNARD, while School Commissioner of Rhode Island, produced a complete revolution in this matter, by a very cheap but ingenious contrivance. He contracted with the publisher of an almanac that had an extensive circulation through the State to annex to his publication several pages of school plans, estimates, etc. Mr. BARNARD furnished the most suitable plans he could procure; and thus, at a trifling expense, many hundred thousand copies of really valuable designs were placed in the hands of the people, and were *studied*, too, as every thing with the name of almanac usually is. The result of this happy expedient is seen to-day in the fact that Rhode Island stands in the first rank for her school-houses and her schools.

## PERMANENT TEACHERS.

There is no more serious obstacle to the efficiency of our schools than frequent change of teachers. Both economy and efficiency demand permanency.

Upon the point of efficiency there can be no intelligent question. A teacher who is worth having at all is worth keeping. He will perform more labor, and do it better, the second month than the first, the third than the second; and his success will increase with his months in more than a geometrical ratio.

And, if this be so, is not the question of economy settled also? But yet we will show how, for the same sum that is now expended with so little profit, a good teacher may be retained longer than a term of ten or twelve weeks. Let us suppose that in a given school-district there are funds enough to keep the school open four months at one time and three at another, during the year; that for the four months you may have a good teacher, and for the three an inferior one. Now, it would be doubly better to have but six or even five months' continuous school than to break up and change, even though by the change you might be able to procure a teacher equally as good. We say it would be *doubly* better, for you have the same teacher and a longer unbroken period of school in which there will be some fair opportunity to make an abiding impression on the pupil's mind. But let us further show how, so far, at least, as school authorities are concerned, this teacher may be retained from year to year. Let there be two adjoining districts circumstanced as the one supposed. They could arrange it so that when the teacher had closed his term of school in one he might pass over and commence in the other. Thus, with little more expense, if any, than is caused by the wretched system of the present day, a good teacher may be secured to one locality for years. This policy would cost no sacrifice of interest: it asks only a little fraternal giving and taking; a trifle of that accommodating spirit which impels one to do good to another that he may get an equal good himself in return. The plan here suggested applies,

of course, only to country districts and very small villages; for in towns a permanent teacher may be secured without having recourse to any such expedients.

Once give the profession this character of permanency, and a weighty objection against entering it or continuing in it will be removed. How few teachers, as such, have what they feel to be a permanent home! Teachers are like other men: they have human instincts and sympathies; they are social beings; have a love of home; are attracted to the tranquil joys of the domestic circle, and have a sense of happiness arising from future security. Education has long suffered because the public has not practically recognized these things, and it will continue to suffer until the opposite course is pursued. Give the teacher some assurance of permanency, and you take a weight from the teacher's calling and get your own work infinitely better done.

But this is the popular phase of the subject: what, then, is the professional one? We must be brief here. There are, at least, three considerations which should urge teachers to seek permanency:

First, though not most important, is the consideration of future competency. It is notoriously true that there are very few teachers, even those most liberally paid, who, by their labors, acquire any thing like a respectable competence. This does not arise wholly from the small pay of teachers: nor, as is often said, from their improvidence. It is clearly traceable to their migratory habits. So, if they would labor now that they may enjoy a seasonable and necessary respite hereafter, they must remember the wise but unpretending adage, 'a rolling stone gathers no moss'.

Second: It is no less true that teachers do not receive that social or public consideration to which the culture of the majority of them and their responsible vocation justly entitle them. This, too, in a great measure, may be directly attributed to their unsteadiness. No reasonable man will blame communities for honoring and rewarding those whom they feel to be *of* them and *for* them, rather than those waifs on the surface of society whom the next receding tide will bear from their sight and knowledge for ever. This is perfectly natural, even socially right; and, if it bear hard on teachers, it should only be remedied by their becoming strongly and lastingly bound to and identified with the interests of those communities where Providence calls them to labor.

Third: We often hear the complaint that the teacher does not see the results of his toil, in the greater goodness and wisdom of his pupils; that mind is of slow growth, and the profession lacks the satisfaction of knowing beyond a doubt that the labor is not in vain. Much of this is granted; but we inquire, Is the complaint a just one? Does the teacher *stay to see the results*? Does he not merely scatter a handful of seed upon

intellectual ground, and then go to do the same thing over and over again in places without number? Does the farmer scatter *his* seed in the same manner, and, departing before it germinates, complain that it has no vitality or that the soil is barren? We tell the desponding teacher that there *are* glorious results—woe unto society and our race if there were not—and if he will only labor hopefully, in the same seed-field of the spirit; if he will wait patiently for even ten years, which is but a short season between the seed-time and harvest of an immortal soul, he will see fruits manifold and magnificent, taking the tint of a maturity which will never be complete, but which will wax stronger and stronger in beauty and goodness through the endless ages of God. “If he sow and faint not, verily he *SHALL* reap.”

#### RAISING THE STANDARD OF COMMON-SCHOOL INSTRUCTION.

If the arguments advanced to show that it is the duty of the State to provide for the education of all its children be good for any thing, they are good for more than they have been used for. The premises, we think, have been satisfactorily established; but we object to the narrow application that has been made of them. If the State be bound to give instruction in ‘reading, writing, and the elements of accounts’, it is, by the same reasoning, bound to give more. It is *as* clearly its duty to place within the reach of every child born within its borders such facilities of culture as shall call into active exercise *all* the powers and faculties of its nature; for this alone is education.

It is necessary, therefore, that immediate measures be adopted to elevate the standard of common-school instruction. And, standing on the threshold of such a movement, we shall find one grand, paramount necessity confronting us, and that is the necessity for

#### GRADED SCHOOLS.

For, granting all we have urged in the preceding part of these remarks, still without graded schools we shall fail of attaining the highest educational stand-point. The teacher can not, in six hours or sixty, do one-fourth part of the good to a school embracing all branches from the Alphabet to Algebra, having three or four recitations in each subject, and as many different classes as pupils, that he can to a school constructed upon just principles of classification and division of labor. An esteemed young friend of the writer *undertook* a country school last winter, containing fifty or sixty scholars. He toiled through a three months’ term and came out with broken health and prostrate spirits. And you will not wonder when you learn what he had attempted to do. He actually attempted to hear,—and so far as receiving the impression of a set of sounds upon the auditory nerve is hearing *did* hear,—each day, *fourteen* different reading classes, and ‘other things in proportion’, from the Prim-

er to Higher Mathematics! He would have been glad to classify, as far as practicable, but parents would not get books. He 'should teach as his predecessors taught, or not enjoy (rather *suffer*) the privilege of teaching at all'. This is the condition of a great many estimable young ladies and gentlemen attempting to teach, and of many *suffering* schools supposed to be taught, all over this fair State. In fact, the best teachers will no more touch one of this class of schools than they will a plague, for they know that their own health, peace of mind and reputation would be endangered. Hence, we repeat, there must be a general system of Graded Schools before any high degree of efficiency is attained.

"But how will you grade the country schools?" it may be asked. "Granted that some attempt may be made to arrive at a better classification *inside* those schools; but for this grading, in the strict sense of the word, and division of labor—they are simply impossible in the present condition of things." We reply, that the impossibility will not arise from 'the condition of things', if it arise at all, but from a condition of mind. We will show in a few words how plastic this 'condition of things' is—how, even in country places, a very respectable system of graded schools may be established. Let any division of territory be made which will throw five or six of the present school-districts into one, or, what is equivalent, let the school-district be made coëxtensive with the township. Let the schools be then classified, so that the primary departments shall be located in several accessible parts of the district. A grammar school might easily be attached to some of these; and at a central point a school for those who have passed through the lower grades, or are otherwise qualified, can readily be established, wherein shall be taught all the branches which go to make up a liberal education. Thus a complete system of graded schools may be maintained at little more expense than that of the unclassified and inefficient schools now generally in operation. Thus, too, permanent teachers might be secured. There would, also, from the working of this system be a community of interests in a wide extent of territory, and the consequent union of such a large number of patrons would be an element of strength in the schools. This plan is simple enough to be comprehended at a glance, and we think eminently practicable.

#### PUBLIC HIGH SCHOOL.

The central school, above alluded to, becomes a Public High School, which is the necessary complement of the lower. If what has already been said is true, this is eminently a necessity of the common-school cause. It is the keystone of the arch which the munificence of the State has caused to span the future of every child: in grade and expansiveness, in function and adaptation, it is distinctively the people's college. It may



be established in most of the districts in the State, if the plan suggested be carried out, and thus the claims of the young can be fully and fairly met.

#### EDUCATIONAL PERIODICALS.

It is necessary that adequate measures be taken to spread proper views of educational matters all over the State; to establish and maintain journals devoted to this cause. The *Illinois Teacher*, which has done so much to liberalize the minds of teachers, to fill them with a just sense of the magnitude and responsibility of their calling, to excite in them a love for their work and wake them up to noble aims, has not done all the good it was capable of doing. It has not been supported, either by subscriptions or contributions, as it should have been in such a State as this. Its list of subscribers contains, probably, the names of not more than one-sixth part of all the teachers in the State; and its corps of contributors, though talented, is small. This ought not so to be. Teachers and friends of education should rally around this instrumentality; should aid it by their purses and their pens. They would thus be adopting the surest means to build up a right educational sentiment and to elevate the profession of teaching. The Legislature should place one or more copies of it in every school-district, to be a grand medium between the Department of Public Instruction and school officers, and to be read as far as possible by the citizens.

Still the *Teacher* can not alone do all the work proposed to be accomplished. If in every county in the State the proprietors of some one or two newspapers would devote a portion of their space every week to the publication of educational facts, statistics, arguments, etc.; or, better still, if one or two intelligent teachers would assume the editorship of this column, and place before the people selections from educational periodicals, popularize professional articles, and prepare suitable original papers, we think this necessity would be provided for. There are few newspaper proprietors who would not be willing to enter into an arrangement of this kind with practical teachers; for it would add an attractive feature to their publications, and no genuine teacher will withhold his efforts from such a cause. This plan is cheap and feasible, and if steadily and judiciously pursued for two years would change the whole aspect of popular sentiment.

#### TEACHERS' ORGANIZATIONS.

The power of associate effort can hardly be overstated. Whether it be associated money or associated mind, there are few possibilities that it can not convert into actualities.

The Illinois State Teachers' Association has given a powerful impetus to the cause of education. In fact, we look upon it as

*the grand organization of the State*, both in regard to the position it has taken and the work it has to do. But it has, as yet, failed to reach the majority of the teachers of Illinois; and, of itself, it will still fail to reach them directly. There must be local organizations to do a preparatory work which the State Association will complete. Township and County Teachers' Associations, therefore, become a necessity, and should be speedily established wherever not already so. If properly conducted, they will warm the cold and phlegmatic, convert the prejudiced, inform the ignorant, correct the conceited, and draw their members into closer professional sympathy. They will thus do a great educational work for the teacher. They will also reach the people, and bridge over the chasm which too often, unfortunately, exists between the school-master and school-patron.

But of all agencies of this kind the Teachers' Institute is entitled to a just preëminence. Whether our teachers are specially trained for their duties or not, this will always be an indispensable requisite to the highest school efficiency. There is no teacher who attends a well-ordered Institute, even for a week, that does not feel stronger, in head and heart and hand, for future labor and responsibility. The Institute should be a State institution just as much as the Normal School, and for kindred reasons. There are not many of the teachers now engaged in the schools who will derive a direct benefit from the Normal School; yet there is just as much need that those of to-day be fit for their places as that those of fifty years from the present should be; and if the State provide the means that future generations may be supplied with competent teachers, it should not forget that there is also a strong demand to have present incompetency remedied. The only thing that can effectually do this is the local, temporary Normal School—the Institute.

We have thus presented what seemed to us to be some of, if not all, the Necessities of the Common Schools of Illinois. We have not suffered pecuniary considerations to interfere with what we conceived to be a just estimate of their wants; because the subject is hedged in by no such limitations, and because we believe that such considerations should never be permitted to interfere with an estimate of this kind. The needed good should be pointed out, should be purchased if within the range of human ability. God and posterity will never justify any set of men for having placed the soul of a child in one scale and the dross of the earth in another.

We have taken high grounds in this essay, but we are not visionary. There may be some who think that we have exaggerated necessities, or insisted upon too much. But a cause like this, relying only upon its legitimate merits, will never gain *all* it needs by always asking for *less* than it needs. We have not asked these things for ourselves, for a few individuals, or a few

classes. We seek them for our race; for the millions yet to be born within and borne upon the bosom of this magnificent State. We ask them for the present, for the future of Illinois. She has not an interest worth having but claims all we suggest and more than we have skill to devise. God has given her weighty trusts and transcendent opportunities. Her plains, teeming with fatness, stretch away beyond the visible horizon. Every hill is crowned with wood-land, and throned upon some treasure of the earth. Through every valley goes the life-giving stream. And bending over all, a serene, salubrious heaven. A land flowing with milk and honey; to millions of human beings a Promised Land. Surely, then, it is a reasonable and just obligation, that with such means and opportunities of doing good she should do it. And we have an abiding faith that *she will do it*; that if not in one day, at least in some one's day, the Common Schools of Illinois will go higher than the fairest ideal that may now be lifted up; that man—creation's last, best, brightest gift—will be in the intellectual and moral world what those prairies and mighty rivers of the West are in the physical; for the coming ages are opulent in goodness and strength, and every noble want of to-day carries with it the sure prophecy of satisfaction to-morrow.

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### MY BOY AT HOME.

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On the western slope of an eastern hill  
 A snow-white cottage stands;  
 And close beside it every year,  
 When Autumn fruit expands,  
 There works among the ripened globes  
 A pair of small, brown hands—

The slender hands of a little boy,  
 With clear and deep-brown eyes,  
 A brow on whose pure openness  
 No falsehood's shadow lies;  
 Who there, in the Autumn's hazy light,  
 His busy labor plies.

I have my daily toils and cares,  
 Life's friction and its rust:  
 My heart and brain begin to feel  
 The city's noise and dust;  
 Yet I turn back to that eastern home  
 With holiest love and trust.

Yet when the cup I daily drink  
 With petty cares seems full,

When guiltily before me stand  
 The culprits of my school,  
 I think of my boy with small, brown hands,  
 And test the 'golden rule'.

Oh! stronger than even my sense of right  
 Is my earnest love for him:  
 I fancy him standing trembling so,  
 And my eyes with tears are dim;  
 And I temper the just and stern decree  
 With mercy unto them.

He is but a child, nor knows  
 (Our God be thanked for this)  
 How much his sister's joy in life  
 Is resting upon his;  
 But she daily prays that his manhood be  
 Pure as his childhood is.

R. P. Y.

Chicago Teacher

## PUBLIC-SCHOOL LIBRARIES.

It is no trifling part of education to bring pupils and those of riper years in contact with the opinions and experience of others. Whatever will tend to make the mind more familiar with the workings of other minds, either in noble thought or in the investigation of physical facts, expands the view, and gives new power and activity to the intellect. Much is done by the living teacher to bring before his school and the public the results of other men's labors. Yet he must be restricted in the use he can make of foreign material, and even if he be a walking cyclopedia, he is but one, and can not be omnipresent. The printed page is the medium through which the chief influence must come to bring discoveries of fact and results of thought where one can compare them with his own. Whatever, then, brings the good book or properly-conducted newspaper most in contact with every body is of immense benefit in instructing and elevating the masses. Public Libraries have long been viewed as of great importance for bringing the influences of the past, and of great men of the present, into more active effect. Our universities and colleges have long had their libraries, but not till within a few years have the public schools been deemed the fit places for establishing libraries. In other States considerable has been done, within a few years, in placing libraries in the schools. It is of comparatively recent date that any thing has been done in our own State, except by isolated schools.

The first step in selecting a library would be to obtain as ex-

tensive lists of books as possible, and cross off all of a bad or doubtful tendency. From the remainder a few might be taken as indispensable, according to the special use or locality for which they are intended, after which additional selections may be made, by the aid of common sense and a careful judgment, for which no definite rule can be laid down. It is continually to be borne in mind that it is not enough that a book be good—it must be one that is likely to be read by those to whom it goes. A volume of CHALMERS'S Sermons, powerful and instructive as they are, will be of no more use in a library if never read than if a South-Sea-Islander had them. Too much care can not be exercised in selecting books that will reach those to whom they are sent. They are mighty powers for good, but must reach the material they are to mould, else their effect is naught. A story is told of one of our Presidents, that he was at great pains to construct a windmill for sawing lumber. A sugar-loaf-shaped hill was the spot selected, and an excellent mill erected, but when completed the question arose how logs were to be taken up that steep slope—and it was found that the mill was valueless. Those who select libraries too often think only of the *power* of a book to do, without taking care that it be in a situation where it will not be as far from accomplishing its legitimate work as was that windmill.

In the lists of books offered as 'Illinois District Libraries' the ruling-out of bad books seems to have been done.

It may be proper to state that the present movement is not the only one that has been in operation during the past year. An enterprising house in Chicago made arrangements for having command of 'the most complete assortment in the United States', out of which districts were invited to purchase on the following terms: "The books *all* bound in uniform library style, all lettered for each district, at twenty-five per cent. discount from publishers' prices, with the privilege of selecting from *our whole stock*." A select catalogue of books was recommended by Hon. N. W. EDWARDS, in 1856; but purchasers acted their own pleasure about following it. Numbers sent in their orders; and not the least loss of D. B. COOKE & Co. in the great fire last October was the destruction of many of the libraries, which were ready for delivery, and the breaking-up of that part of their business. The discounts on different books at wholesale prices vary from twenty-five to fifty per cent. Districts wanting just the books published as 'Illinois District Libraries' can not do better than buy of A. O. MOORE'S agents.

How would you select a Library? In answering, it will be taken for granted that every district that will be urged to buy a library has a place to put it—a house with a lock on the door, or at least a latch; that the 'deestriet' is wealthy enough to furnish a broom, and is not in debt to any teacher for more than one year's salary.

In selecting a library, the *first* thing should be *Webster's* or *Worcester's Dictionary*, unabridged. Then *Mitchell's Outline Maps*, and of *Pelton's* at least the Hemispheres—as much in physical geography (as oceanic currents and prevailing winds) is represented not shown on the first, which are superior for usual class use. *Lippincott's Gazetteer*; *Harpers' United States Gazetteer*; one or more of the best *Geographical Encyclopedias* in the market, *Redfield's Chart of the Animal Kingdom*; *Ure's Dictionary of Arts, Sciences and Mines*; and, before ready for a circulating library, other maps—at least one of our own State—and charts, together with the *Encyclopedia Americana*, or its equivalent, should belong to the school. There are other books of reference which should not be overlooked. Buy carefully, and only as fast as you know the character of each book. Experience leads me to regard circulating libraries in public schools of little value, compared with the same expenditure in books of reference. I have had both, and *both in the same school*. A *Harpers' Library*, with many other books, composed the District Library, and was scarcely used at all, while the reference books were in constant use. Some of these reference books are indispensable for a proper study of geography. In some localities it may be found that parents will be greatly interested in the books carried home: if the agents reach these spots, their visits will be a blessing. But of reference books enough can be bought, in connection with necessary maps and charts, to exhaust any appropriation made by any except our wealthiest districts without misplacing a cent, especially if a few books like *The Theory and Practice of Teaching* and *Barnard's School Architecture* are not passed by. It is of more value to excite an interest in youth which will urge them to follow up inquiry after they leave the teacher's care than to try to *stuff* them with knowledge while there. Few have time or inclination for continuous reading, unless connected with their lessons, while in school. A good newspaper would be worth no small sum in the school-room. Multitudes are growing up ignorant of the everyday occurrences around them. Let the daily paper visit the school-room; let a few moments be devoted to mentioning the chief items of interest, or allow opportunity of consulting it at the various intervals of study, or when lessons are fully learned, and better men and women will be made. The world will not seem a strange one when they go forth to act for themselves. Teacher, are you troubled with novels in your school? Do you have to keep an eye of 'eternal vigilance' to keep out the vile trash? You can not destroy that longing for something not in the text-books: you may possibly prevent the pernicious things from coming into the school-room; but may you not take advantage of this very longing to aid in education? Make a judicious selection of a paper you are willing your pupils should read, substitute its realities for the false pictures of over-

strained imagination, make such use of it as the circumstances of your school make most fit, and good will come of it. You can not get many novels for your stove if your pupils become interested in the daily paper. Let them understand that HISTORY is daily revealing itself in telegraphic reports of Congressional and Parliamentary action; let them see the continual record of new inventions; let them read of HUMBOLDT and KossUTH with as much interest as you would excite about Greek and Roman heroes; let them be as much interested in the intestine broils of poor Mexico as in the long-past civil wars of Rome—in the strange career of NAPOLEON the Third as in that of CESAR or HANNIBAL. Geography comes in the daily papers: Fremonts and Livingstones make discoveries too rapidly for stereotyped text-books to keep up—it needs the ever-renewed activity of the *periodical* press to present new facts as fast as they are known. The paper at home will be better read if interest be excited at school. Get a tri-weekly, or semi-weekly, or a weekly, if you ca' n't get a daily; try to have the regular visits of periodical intelligence—wait not for a new geography to learn that Minnesota is a State. The teacher himself can not afford to be without regular intercourse with the world. As long as men and women will shut themselves up to their school-rooms and text-books, so long will they make a profession to which they claim to belong a by-word for impracticable plans and odd ideas. Let them live *in the world*, not secluded from it, and they will be respected according to their desert.

There is a plan for introducing libraries which we should have in this State. I am indebted to Dr. E. RYERSON, Chief Superintendent of Upper Canada, for the information to be presented. He has been Chief Superintendent since 1844. By permanency and uniform direction of effort, Canada has put us to shame in our irregular, uncertain, too generally inefficient carrying-out the principles of Free Schools. The same principles which govern the Council in selecting books should govern our Boards. It will be seen that maps are not included in library appropriations as I have considered them. However the various districts might regard them here, whether as 'library' or 'necessary fixtures', the cost and the relative importance are the same. Maps and charts should come before many bound books are purchased. We extract from page 241, Annual Report of Schools of Upper Canada, 1857:

The Council of Public Instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these Public School Libraries.

1. The Council regards it as imperative that no works of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the Council, compatible with the objects of the Public School Libraries to introduce into them controversial works on theology, or works of denominational controversy; although it would not be

desirable to exclude all historical and other works in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on Ecclesiastical History, the Council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge — *leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.* [The italics are ours.]

5. The including of any books in the general catalogue is not to be understood as the expression of any opinion by the Council in regard to any sentiments inculcated or combated in such books, but merely as an acquiescence on the part of the Council in the purchase of such, by any municipality, should it think proper to do so.

6. The general catalogue of books for Public School Libraries may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new books of value may appear.

#### REMARKS BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential in a national system of Public School Libraries to provide for the accomplishment of the following objects :

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals or vitiate the public taste.

2. The protection of local parties from imposition by interested itinerant book-venders, in regard to both the price and character of the books introduced into their libraries.

3. The placing of the remotest municipalities upon an equal footing with those adjoining the metropolis in regard to the terms and facilities of procuring books, with the single exception of their transmission; which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring and rendering equally acceptable to all the municipalities of the land a large variety of attractive and instructive reading-books, and that upon the most economical and advantageous terms.

5. The removal of all restriction upon local exertion, either as to the sums raised or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning in all cases the amount of public aid to the amount raised by local effort.

To show the mode of doing the business, and the extent to which both apparatus and libraries are being introduced, I quote from same report, page 29. The Department (Public Instruction) includes

6. *The Depository of School Maps and Apparatus*, from which all the Public Schools of the country are supplied at cost price, the Chief Superintendent also apportioning one hundred per cent. upon whatever sum or sums may be transmitted by municipal and school authorities for the purchase of them for their schools. The best maps published in Great Britain and America are here procured, together with maps in relief, or raised maps (preferred in France), globes, tellurians, charts, collections, instruments and apparatus, to illustrate lectures and instruction in Geography, Natural History, Geology and Mineralogy, Mathematics, Chemistry, Mechanics, Astronomy, and all



other branches of Natural Philosophy; indeed all subjects taught in the Common, Grammar, Model, and Normal Schools.

7. *The Depository of Books for Public School Libraries*, embracing a careful selection of more than three thousand different works, and several thousand volumes. These books are furnished in no case to private individuals, but to municipal and school authorities at cost price, with the addition of an apportionment by the Chief Superintendent of one hundred per cent. upon all sums transmitted from local sources. Upward of one hundred and fifty thousand volumes have already been sent out from this depository—twenty-four thousand six hundred and eighty-nine volumes during the last six months. From the official catalogue for public libraries selections of the best illustrated works, reward cards, etc., have been made for prizes in the Public Schools of Upper Canada. One hundred per cent. is also allowed on all sums above five dollars transmitted to the Department for the purchase of these prize books.

While the present library movement fails to fill our ideal, and comes far short of such a comprehensive scheme, we must not expect too much while dependent on the enterprise of individual publishers. Good will come of *such* efforts, even with all their drawbacks.

A friend writes me, "This library enterprise, with apparatus introduced in our schools, will work a revolution in the State." Not many years will pass before that revolution if 'this library enterprise' expands to meet the demands of the schools and the times.

J. H. B.

[NOTE.—The Educational Department of Upper Canada has furnished 1924 maps, 2480 blackboards, 520 sets Holbrook's Apparatus, 697 tablet lessons.

"The whole number of volumes sent out by this Department, during the three years the system has been in operation, is 155,726. The subjects of these volumes are as follows: History 26,935 volumes; Zoölogy 11,313; Botany 2,033; Natural Phenomena 4,517; Moral and Physical Science 3,524; Geology and Mineralogy 1,315; Natural Philosophy 2,407; Chemistry 1,141; Agricultural Chemistry 682; Agriculture 6,980; Manufactures 7,300; Literature 15,378; Travels 11,329; Biography 17,233; Practical Life 41,970; Teachers' Library 1,679. Total 155,726."—Report, page 19.]

## BOOKS OF REFERENCE.—NUMBER II.

"Words fitly spoken are like apples of gold in pictures of silver."—*Proverbs*.

The saying of the wise man manifestly refers to the *matter* of what is said, and its fitness to the occasion; but the application of the proverb may well be turned to the *manner* and *form* of speech. In the use of language the matter and form can not be divorced. Words are freighted each with its own peculiar burden of signification; and when words are exchanged significations are exchanged, and the very matter and substance of discourse is altered.

What a labor oftentimes to find the right words for the occasion! Have we not some times been closeted with some half-score associates having the duty of preparing a 'very important' document, upon the precise language of which much depended, and seen the cloud of silencing perplexity settle upon all faces as phrase after phrase was suggested and condemned, until the skillful master of words brightened all countenances and won the general suffrage of honor by giving definite form and verbal expression to the shapeless thought we had all vaguely felt, but could not embody? Have we not sat at our table or paced the room in travail with a thought for which no fitting embodiment could be summoned, and have we not spent much time on what might seem a trivial matter of form, because to us it was a necessity that we should say just what we meant, and nothing other?

Dr. BLAIR says: "The great source of a loose style is the injudicious use of synonymous terms." Mr. GRAHAM, speaking of our current literature, says: "For one fault in construction or idiom we shall find at least twenty incorrect applications of words. The want of a critical knowledge of verbal distinctions is obviously the cause of these errors." (*English Synonymes*, in preface.) "It is not asserting too much to declare that scarcely any give themselves trouble to search for those nice distinctions of meaning by which words are characterized." (*Idem*, p. 3.) It is characteristic of a good writer that his sentences have the sharpness and clearness of well-cut gems, and we know from historical sources that the best writers of our language have been severely critical of their own choice of words. Of DEQUINCEY (whose magnificent affluence of verbal resources is a most remarkable trait of his compositions) it is said that his manuscript is almost illegible from its erasures and interlineations, it being his habit to write over the word originally suggested any synonyms that occur to him, and afterward to correct and select: and this to such an extent that every important word will be found to have been chosen from among several equally appropriate in the view of common readers.

But waiving further discussion of the usefulness and convenience of a wealth of words and knowledge of their true meanings and powers, we will introduce to the notice of our readers not already acquainted with them some helps to the proper selection and use of words.

CRABB'S ENGLISH SYNONYMS is a book first published in England in 1810. There have been many editions of it in England, and the copy before us (dated 1857) is HARPER'S tenth edition. It is an octavo book of about 540 pages of small type; price \$2.00. The work is arranged in sections, each having at its head, in capitals, the words discussed in the section. The author gives first the etymology or derivation of the words, when it will throw any light upon the proper use of them: next he gives a

critical definition of each word, pointing out those shades of signification which distinguish it from the others, and enforces his discriminations with sentences containing these words, and with quotations from standard authors illustrating their use of them. It is difficult to find a short section that may be quoted as a sample of the general mode of treatment; but we select the following:

**MIXTURE, MEDLEY, MISCELLANY.**—*Mixture* is the thing *mixed* (see to *mix*); *medley*, from *meddle* or *middle*, signifies what comes between another; *miscellany*, in Latin *miscellaneus*, from *misceo*, to mix, signifies also a *mixture*.

The *mixture* is general: whatever object can be *mixed* will form a *mixture*; a *medley* is a *mixture* of things not fit to be *mixed*; and a *miscellany* is a *mixture* of many different things. Flour, water and eggs may form a *mixture* in the proper sense; but if to these were added all sorts of spices, it would form a *medley*. "In great villanies there is such a *mixture* of the fool as quite spoils the whole project of the knave."—SOUTH.

"More oft in fools' and madmen's hands than sages',  
She seems a *medley* of all ages."—SWIFT.

*Miscellany* is a species of mixture applicable only to intellectual subjects: the *miscellaneous* is exposed to that which is systematically arranged: essays are *miscellaneous* in distinction from works on one particular subject. "A writer whose design is so comprehensive and *miscellaneous* as that of an essayist may accommodate himself with a topic from every scene of life."—JOHNSON.

We have estimated that there are about five thousand words discussed in this book. Probably many of the distinctions are of doubtful validity and not a few erroneous, as we find by WEBSTER that MILTON uses '*miscellaneous*' contrary to one of the rules above given. The book should be used with a careful comparison of its distinctions with our best lexicographic works; but it is the only work of the sort now extant in this country, and will be found very serviceable to those who make proper use of it.

WEBSTER'S UNABRIDGED DICTIONARY is our best help for the discrimination of words, and frequently discusses synonyms, incidentally. It does not do away with the need of such a work as the foregoing, but serves to correct or confirm it. But we might as well suggest the excellence of sunlight to aid vision as to praise *Webster's Unabridged* as a book of reference. The completeness and fullness of its definitions is one of its chief merits.

ROGET'S THESAURUS OF ENGLISH WORDS is a collection of synonyms for a different purpose. It does not define words at all, nor set forth their relations, similarities or differences, except as the natural divisions of the catalogue effect it. Its object is to bring together in one section all the words by which a given idea may be expressed, as a noun, verb, adjective, or adverb. The reader is presupposed to know which of the many words given is most suitable for his use, and to be able to choose from the list. Thus it greatly facilitates composition, saving the time

and labor required to ransack one's vocabulary for a word. For example, suppose in writing we have occasion for a word like '*perplexity*', but that does not exactly suit us, or having just used it we wish for another of similar meaning. Taking up our *Thesaurus*, we turn to *perplexity* in the index. We find several sections referred to according to the leading idea, whether it be 'disorder, difficulty, ignorance, doubt, or maze'. Suppose the *perplexity* for which we seek a synonym is that arising from *difficulty*; we turn to the section indicated, and find the following variety to choose from:

Difficulty, delicacy, troublesomeness, encumbrance, laboriousness.

Impracticability, infeasibleness, intractability, toughness, perverseness, *see* Impossibility, § 462.

Embarrassment, awkwardness, perplexity, intricacy, intricateness, inextricableness, entanglement, knot, Gordian knot, labyrinth, net, meshes, maze, etc., § 248.

Dilemma, nice point, delicate point, knotty point, poser, puzzle; nonplus, quandary, strait, pass, critical situation, crisis, trial, rub, emergency, exigency.

Scrape, lurch, slough, quagmire, hot water, stew, mess, ado, false position.

These nouns are followed by a corresponding list of verbs and verb-phrases, and these again by adjectives and adjective-phrases, and these by adverbs; but as adverbs are easily made from the adjectives, but few are given.

If we had turned to the reference in the index for *perplexity* with the idea of *disorder*, we should have found for nouns six of the above list and thirty-eight others; if with the idea of *maze*, we should have three of the above nouns and twelve others. With such a profusion of alternatives, some times it is difficult to select when there is no decisive indication, or we are in doubt as to the true meaning and nicer shades of distinction implied in the words we incline to choose. When we are composing carefully, we always want this book and our Webster's Unabridged at hand; and for the selection and understanding of words not technical or scientific we never want any other.

The pages of the book are divided into columns, and words of contrary meaning are placed in parallel lists. Thus, opposite to the list given above we have a section headed '*Facility*', opposed to '*Hinderance*' stands '*Aid*'; against '*Agreement*' we find '*Disagreement*', etc. The body of the work is preceded by an analytical table of the arrangement, or 'Synopsis of Categories'; it is followed by an excellent index, by an appendix of words and phrases supposed by the editor (often on very poor grounds) to be unclassical or objectionable, and by a list of foreign words and expressions frequently occurring in works of general literature. The author is PETER MARK ROGET, a man of scientific fame; and the work is the result of many years' labor: it is edited by Dr. SEARS, Secretary of the Massachusetts Board of Education,

with eminent literary aid. The volume is well printed, of duodecimo size, 510 pages, and is retailed at one dollar and a half. Get the *second* edition; published by GOULD AND LINCOLN, Boston.  
INDEX.

[NOTE.—We have examined while writing the above ‘Graham’s English Synonymes’, edited by Prof. HENRY REED, and published by APPLETON & Co., for the use of schools. It is too small a book to be recommended as a book of reference, but is very good for its purpose. It compares but two words at a time; nearly three hundred pairs are given, explained and illustrated with examples, all of which are taken from SHAKSPERE, MILTON, and WORDSWORTH; these are followed by sentences from which the synonyms under consideration have been removed, and to which they are to be restored by the pupil. It is the only work of the kind, is very good, and deserves introduction into our high schools and academies.]

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## SOLUTIONS TO PROBLEMS.

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OF solutions to the problems given in our April number (p. 114), we have had fewer than we expected, and are much obliged to those who have favored us with their communications. No answer to the third and fifth has been offered us, and but one tried the fourth. The solutions sent were submitted to the proposer who returned us the following award and remarks:

“The best demonstration of the first problem is that of J. M. BLACKFORD, jr., of Decatur, a pupil of Mr. J. H. REMSBERG.

**PROBLEM 1ST.** The difference between any two numbers composed of the same digits arranged in a different order is divisible by 9. RAY shows in his Arithmetic (Part Third) that the sum of the digits of any number is the excess of a certain number of nines. Now since the sum of the same digits is not varied by changing the order of the digits, the sum of the digits of any number is equal to the sum of the digits of any other number composed of the same digits arranged in a different order. And these sums being the excess of a certain number of nines in each number, and being equal, their difference=0; consequently the difference between the numbers is a certain number of nines, which is divisible by 9 or is a multiple of 9.

Let  $x$  = the number of nines in the greater number, and  $y$  = the number of nines in the less number, and  $a, b, c, d$ , etc., the digits. Then the numbers will be expressed thus:

$$9x + a + b + c + d + e, \text{ etc.}, = \text{the greater number.}$$

$$9y + a + b + c + d + e, \text{ etc.}, = \text{the less number.}$$

$$9x - 9y = \text{their difference, which is a multiple of nine.}$$

"J.F.H.' misstated the problem: his demonstration covered the question as he stated it, but not as it was given in the book. 'C.A.' proved a certain proposition respecting a certain number reversed, but that would not cover the case of any other change of order of the digits. 'G.L.' sent a good solution, but written with a pencil, and hastily; a little more care might have given him the front rank. The best demonstration received was by 'H.W.D.', a male teacher, and therefore not a competitor, for which reason I do not give his solution.

"The best solution of the second problem by a pupil is by CHESTER ADAMS, of the Peoria High School, as follows:

First reduce these fractions to other equivalent fractions having a common numerator, by multiplying both numerator and denominator of each of them by the same number. I multiply both numerator and denominator of  $\frac{3}{4}$  by 15 and obtain  $\frac{45}{60}$ ; multiply both numerator and denominator of  $\frac{5}{7}$  by 9 and obtain  $\frac{45}{63}$ ; multiply both numerator and denominator of  $\frac{9}{10}$  by 5 and obtain  $\frac{45}{50}$ .

Then I have  $\frac{45}{60}$ ,  $\frac{45}{63}$ , and  $\frac{45}{50}$  for the equivalent fractions having a common numerator.

It is now plain that  $\frac{1}{60}$  of 60 = 1,  $\frac{1}{63}$  of 63 = 1, and  $\frac{1}{50}$  of 50 = 1; then  $\frac{45}{60}$  or  $\frac{3}{4}$  of 60,  $\frac{5}{7}$  or  $\frac{45}{63}$  of 63, and  $\frac{45}{50}$  or  $\frac{9}{10}$  of 50 are equal; and 60, 63 and 50 are the smallest such whole numbers, because 45 is the least common numerator.

"There were two others of nearly equal merit, including one by 'J.F.H.', of the same school, and 'R.P.', of the Blind Asylum, Jacksonville. Many correct solutions were furnished without any analysis, however. Here are two from the Blind Asylum which are ingenious:

Divide 45, the least common multiple of the numerators, by each of the fractions; result 60, 63, and 50.—R. P.

Divide the fractions by 45; we have  $\frac{1}{60}$ ,  $\frac{1}{63}$ , and  $\frac{1}{50}$ . The numbers are 60, 63, and 50.—MARY ANN F.

"Of solutions by lady teachers, the following, by Miss EMELINE CROCKER of Byron, is preferred:

I first found the least common multiple of the numerators 3, 5, 9, which is 45; then 45 is the least number that will contain the numerators, and is consequently the least number that will contain a multiple of each numerator. Then, if 45 is  $\frac{3}{4}$  of a number,  $\frac{1}{4}$  must be  $\frac{1}{3}$  of 45, which is 15;  $\frac{1}{4}$  will be 60: therefore the first is 60. If  $\frac{5}{7}$  is 45,  $\frac{1}{7}$  is 63. If  $\frac{9}{10}$  is 45,  $\frac{1}{10}$  is 50. Therefore the numbers are 60, 63, and 50.

"It is due to 'R.M.W.' to say that her solution is for the most part more clear and more regularly analytical than the above, and for a time held the judgment in suspense; but the omission of one step in the demonstration decided the award. With the approbation of the Editor of the *Teacher*, I will send her the *Teacher* as offered.

"I devised several solutions of this second problem, some of which have been sent in by others; the following has not been offered :

Any fraction multiplied by itself inverted gives *one* as the product.  $\frac{3}{4} \times \frac{4}{3} = 1$ ;  $\frac{5}{7} \times \frac{7}{5} = 1$ ; and  $\frac{9}{10} \times \frac{10}{9} = 1$ . If, then,  $\frac{4}{3}$ ,  $\frac{7}{5}$ , and  $\frac{10}{9}$  were integers they might be the numbers sought: as they are not, the true integral numbers must be some multiple of these; for no quantities not multiples of these can have the same ratios to each other. Reducing the fractions to a common denominator, we have  $\frac{60}{45}$ ,  $\frac{63}{45}$ , and  $\frac{50}{45}$ ; and multiplying each of these fractions by the same number, 45, we have 60, 63, and 50, which, having no common divisor greater than 1, are the least integers sought.

"On account of the length of this article, I will postpone notice of the other problems proposed. L. D."

#### WARREN COUNTY INSTITUTE.

A BRIEF but active and useful session was held at Monmouth, April 29th. In addition to the usual drills and discussions, addresses were delivered by S. WRIGHT, Dr. UNDERHILL, and G. W. BATCHELDER; the last on *The Agency of the State Association*.

Among the resolutions adopted, we select the following as specially note-worthy.

That the physical, no less than the moral and mental education of the scholar is among the responsibilities of the teacher; that Anatomy and Physiology should be made leading branches of study, whenever and wherever practicable; and that in every school-room there should be some course of discipline adopted with a view to at least guard against the ill effects consequent upon the ungraceful carriage and unnatural posture so liable to be acquired by the tenants of the school-room.

That no teacher is worthy of the name who has not made the theory and practice of teaching his or her special study.

That the educational journal of the State should be in the hands of all interested in the cause to which it is devoted, and again renew our earnest wish that such will not neglect to secure the advantages which must accrue to them from a perusal of its pages. Let Illinois teachers support the *Illinois Teacher*.

That we do not recognize as members of our profession those who, for the sake of the dimes and for want of more lucrative employment, keep school (not teach) a portion of the year, and spend the remainder in some other pursuit that pays better.

[Abstract of a report in the *Monmouth Atlas*.]

## TRAVEL NOTES OF THE STATE AGENT.

GALESBURG.—I am now on classic ground. The very atmosphere breathes incense to the goddess of letters and science. The severe elegance of Knox College and fair proportions of Lombard University are the material embodiment of the spirit of the place. Here are the higher institutions of learning just emerging from infancy in all the vigor of a young giantess, and here, also, are eight overshadowed Public Schools. Until recently there were as many districts; but through the wise efforts of such men as CHURCHILL, STANDISH, and WILLCOX, these have been consolidated into one. Mr. CHURCHILL occupies nearly the same position to Knox College that the Editor of the *Teacher* does to Illinois College—he ‘fits’ the students for the college. Mr. STANDISH does the same for Lombard University, while Mr. WILLCOX is Professor of Modern Languages at Knox. I shall not be deemed invidious in thus calling attention to these men, although they are associated with a score or more of accomplished scholars and masters of the art of teaching; for they seem to have most fully recognized the dependence of the College on the Common School. Would the College raise its standard of scholarship? Raise the standard of elementary education. Would she gain more students? Elevate the Common Schools. Would she extend her influence? Extend sympathy and aid to the Common Schools. The more good Public Schools there are, the more minds will feel the kindling fire, and gaze longingly toward the higher hills of science. The Colleges must grow with the growth of popular knowledge. FRANKLIN, or some one, has said, “Take care of the dimes; the dollars will take care of themselves.” Take care of the Common Schools, and the Colleges can take care of themselves.

The indications of the dawning of a better system of Public Schools here are clear. Already has the first grand stride been taken—the eight feeble districts are consolidated. Ere long an ample, fit and graceful structure will gladden the hearts of five hundred children who daily gather therein, and the denizen of Galesburg will point it out to the stranger with the same honest pride he now feels in telling him of her Colleges.

DOVER.—A beautiful edifice is just being completed at Dover, in Bureau county, for a school of a high grade, and high hopes exist of its success. It will soon be opened as a private school; yet this ought not so to be. It should be made a Free High School. That all the education rising above the common District School, as it now exists, is to be sought in private institu-



tions, at an expense which excludes the children of the poor, is at variance with the spirit of the present age. There is no argument in favor of free schools that does not apply to a graduated system of instruction, from the primary school up at least to the college. The men who have charge of this enterprise at Dover are intelligent and public-spirited, and have determined to obviate the necessity of sending their children abroad to be educated.

EARLVILLE.—I find here Mr. HESLET and Misses COLTON and PATTERSON, finely situated in a brick building, and this again finely situated in a large yard shaded by noble forest-trees. Much taste is displayed in the building and its location, while the school itself is in keeping with its habitation. Grammar is made a study of the English language, and not a mere *memoriter* exercise in a text-book. Intellectual Arithmetic is made a leading branch. It is wholly a mental exercise. Mr. HESLET is a teacher of experience and ability.

I regret that a controversy should have been started here concerning the use of the Bible in the morning devotions of the school. While I would banish religious sectarianism from the school-room as firmly as I would partisan politics—both are too little and contracted to mingle in the sublime and dignified work of education; yet the great truths of the Bible lie at the foundation of all morality, and should be known and read in all our schools, either in full volume or, perhaps better, in the form of appropriate selections. Let this be done voluntarily, and not by compulsion. In this way it can but do good.

WEST PAW PAW.—Mr. DANIEL PERRIN has charge of the recently-erected and commodious school-house in this village, and, together with his associates, is furnishing the citizens with a specimen copy of a good school. Permanency in regard to teachers is essential to secure permanent results. Almost irreparable injury is done by a frequent change of teachers, and especially is a change very short-sighted when brought about by fear of taxation. The school in West Paw Paw is a credit to the place.

NACHUSA.—Drizzling showers, at intervals increasing to pouring rains, nearly spoiled our meeting here, or, rather, nearly prevented us from having one at all. Still we held the meeting. Mr. BARNARD is the teacher in this place.

PANOLA.—This township is as yet in one district. Let it always remain so. Let a High School for the township or district be established at the central point, and primary or grammar schools in various localities when they may be needed, but *all* under the control of *one* Board of Directors, and a complete and harmonious system of free Graded Schools will be the result. It is earnestly hoped that the friends of education will look well to their interests before it is too late—before the township shall have been mutilated and cut up into little districts, and the

possibility of gradation and division of labor in the schools by this means shall have been banished. Let the people discuss the comparative merits of graded and ungraded schools; let them inquire if they can have uniformity in books or course of study in a township where there are a dozen different and independent Boards of Directors; in short, let them investigate the whole subject in all its bearings, and I have little fear as to the result. Dr. HUNTER labors as though he felt the full force of the obligations resting upon him as a teacher, and I trust he will soon be gladdened with a new school-house to work in.

GRIGGSVILLE.—It is a luxury to visit such a place as Griggsville, with its liberal people, its enlightened public sentiment, its graceful common-school palace, its urbane teachers, and its real progress. I think better of myself and the cause I so feebly advocate when I can see, as here, a graded school in an edifice which leaves little to be desired, and under the care of a kind and competent teacher with affectionate and scholarly assistants. It is a living embodiment of the views I advocate. *First*, It is a graded school: pupils are classified according to scholarship. *Second*, It has a school-house built at great expense, exactly adapted to this highest type of schools. A good and suitable school-house is not only a comfort and a life-prolonger, but a *teacher* of resistless power. *Third*, It is presided over by high-minded men and women, in whom a community may safely confide its dearest interest. Messrs. CHAMBERLAIN and RICH, and Misses NOYES, BRONSON, EDWARDS, EASTMAN, and CARLTON, are the teachers.

Pike County Institute was held at Perry, and fully attended by teachers and people. The clergy joined hands with us. SHASTID, CHAMBERLAIN, FREEMAN, NOYES, and others, aided in conducting the exercises. The Agent took occasion to urge the superiority of teaching by topics over other methods some times pursued. Mr. CHAMBERLAIN, in his address on *School Supervision*, confined himself to districts and towns, and demonstrated very clearly and unanswerably, as I think, the indispensableness of this feature in any successful system of schools. Good teachers and schools need watching and aid. As well might a railroad dispense with its superintendent as a school. I found Dr. REX here, full of enthusiasm, and ready for every good word and work. On the whole, I desire to report Pike county in the vanguard.

JACKSONVILLE.—So long has Jacksonville been famous for liberal culture, that it is not unfrequently called the 'Athens of Illinois'. In some respects it is the real capital. Here are nearly all the State institutions—such as those for the Deaf, Dumb, Blind, Insane, etc. Among the private institutions of learning may be mentioned Illinois College, Berean College, Illinois Conference Female College, and Jacksonville Female

Academy—all in the flood-tide of success, but each in its own way.

In 1851 a large public-school building was erected, and NEWTON BATEMAN appointed Principal. In this school, though a public school, two-thirds of the students now in Illinois College have been prepared, wholly or in part, and many have fitted here and entered colleges in distant States. There is one in Amherst, two are in Williams, and two will graduate this year from the Indiana College. These facts show what may be done in our free schools. The building will accommodate between four and five hundred students, and is crowded all the time. Mr. BATEMAN is obliged to send many away for want of room. He has eight assistants. There are two other districts, one of which, under the principalship of Mr. STICKEL, has a good house, well seated and equipped; the other is now without a school-house, but has levied a tax, and intends to erect one worth at least ten thousand dollars. I am neither a prophet nor son of a prophet, yet I venture the prediction that the friends of free schools will not stop here, but will push on till they have established a Central High School as the head of the Free-School System of Jacksonville. A high school of a high order must come sooner or later. I regret to be obliged to state, in this connection, that the continuous and exhaustive labor of seven years at the head of a large public school has so worn away the health of Mr. B. that he has felt it necessary to leave his present post, and to accept one less onerous. After the close of this year he will be at the head of Jacksonville Female Academy.

WINCHESTER.—Here I found Mr. J. LOOMIS at the head of the school interest, aided by four assistants. The old seminary building and a church are the school-houses. The schools have been recently graded, and this has excited much feeling and opposition. A good school-house is the great want of the place. Here the Hon. STEPHEN A. DOUGLAS once taught school.

CARROLLTON.—Mr. C. K. GILCHRIST, aided by three assistants, has charge of the public school in this place. The school has made rapid progress the past year, but it has not room enough for full development. The directors are liberal and pay liberal salaries. Mr. N. H. PRENTIS, formerly of Danville, and a good teacher, presides in the new Academy, which is quite a good edifice. It should be purchased and made part and parcel of the free schools. I urged this disposition of it upon the attention of the people. The Academy seemed to be demanded by the low state of things in the public schools, and has had a good effect. The people will sustain the graded free schools hereafter.

S. WRIGHT.

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INDOLENCE is not ease, neither is wealth happiness.

## EDITOR'S TABLE.

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IMPORTANT BUSINESS NOTICE.—All remittances of money for subscriptions to the *Teacher*, and all letters requesting a change of address, etc., should hereafter be sent directly to our publishers, Messrs. NASON AND HILL, Peoria. All articles, communications, reports, notices, etc., intended for publication, and all exchanges of every description, should be addressed as heretofore: Editor *Illinois Teacher*, Jacksonville, Illinois.

A strict compliance with this request will be esteemed a special favor.

DELAY.—The interruption to travel and the transmission of mails, in consequence of the heavy rains of May and early June, delayed the sending-out of the June *Teacher*, which was printed and mailed in due season. Perhaps the present number may be behindhand for the same reason, as some railroads have not yet completed repairs.

ERRATUM.—Our friend 'W.' wishes us to say that on page 172 (in our June *Teacher*) in the sixteenth line from the bottom, 'usefulness' is printed where he meant 'selfishness'. The meaning is totally reversed by the error.

PEORIA.—A Teachers' Department has been formed in connection with the High School of Peoria, to meet every Saturday morning. It is designed for members of the school who intend to teach. c.

GEOGRAPHY.—We have often asked our fellow teachers in the public schools, What branch do you find most difficult to teach successfully? The most common answer has been, Geography. Nothing is more certain than that the results of the common method—minute text-book questions, and mechanical text-book answers, *merely*—are meagre in the extreme, we had almost written, utterly worthless.

A bright little boy was asked by an intelligent school visitor, Where is the earth? The poor little fellow was sadly puzzled, hesitated, gave his hair sundry expressive tugs, rolled his blue eyes from side to side and from floor to ceiling, then, suddenly brightening up, exclaimed: I am going to see my grandmother on Saturday, and I will ask *her*! The visitor, embarrassed by the burning blush which she saw upon the teacher's face, turned to a little girl in the class, who was manifesting by uplifted hand her ability to rescue the damaged reputation of her class-mate, teacher and school, and proposed the same question. There was an answer this time. Slowly raising her eyes, and pointing with her finger, she said, solemnly, *Up in the sky*! These children had just repeated the formal definitions of the book with great fluency and accuracy.

We are glad to notice a very general interest among teachers on this subject, of late, and an earnest inquiry for 'the better way'.

A few days ago we attended an examination in Geography of a class in a well-known female seminary. No books were to be seen. The teacher called upon six young ladies to draw upon the blackboards the maps of as many different countries. This was soon done and well done. Each young lady was then requested to explain her map. Pointer in hand, she stepped near the blackboard, and in an easy and quiet, but firm and ready manner, proceeded to give a complete delineation of the whole map—boundaries, history, education, religion, government, inhabitants, internal improvements, cities and towns, commerce, manufactures, productions, soil and climate, surface, rivers and lakes, etc. Each delineation occupied about thirty minutes. There were six pupils, six maps, and *six questions only*, by the teacher. When will *such* impressions fade from the minds of those pupils? All this was accomplished *without outline maps*, requiring ten-fold more labor on the part of both teacher and scholars.

We have been led to call attention again to this subject, because, as we have said, it seems just now to be attracting the special notice of teachers, and because our own interest has been newly awakened by the examination of *Camp's Geography* and *Mitchell's Outline Maps*, more fully noticed elsewhere in this number. We confess ourselves to be of the number referred to by our correspondent. Not until recently had we seen or heard of *Camp's Geography*. Prof. CAMP's 'modesty is only equaled by his merit'. We take very great pleasure in making those of our readers who may still be as ignorant as we recently were acquainted with the existence and value of this work. We hail both this and *Mitchell's Outline Maps* as admirable auxiliaries in the study of Geography. See advertisement in this number. The duty of bringing real merit to view is always a pleasant one; if any other DAVID N. CAMP is asleep, we hope some friend will wake him up and send him along, that we may 'have a look at him'.

ILLINOIS COLLEGE.—An effort further to endow this institution with the additional sum of \$50,000 was undertaken about a year ago. The commercial crisis for a while put a stop to the undertaking, which was, however, resumed this Spring by President STURTEVANT and Professor SANDERS. The subscriptions were taken with the condition that they should not become valid unless the whole \$50,000 were subscribed before June 1st, 1858. The subscription closed May 31st, with \$59,200 given in the West, \$8,700 given in the East, and \$10,000 given by one individual in Illinois with different conditions from the regular endowment—making a total of \$77,900. The friends of the College are highly gratified with this result.

GLAD TO SEE IT.—We have noticed with pleasure a manifest improvement in the educational departments of several of our newspaper exchanges. Institutes, lectures, new movements in the cause, excellent selections from educational works, etc., all receive more attention than formerly by many of our journals. Among the foremost of these is the *Home Journal*, of Chicago, whose valuable services in *our cause* have our warmest acknowledgment.

This is the way the light is diffused, and the public mind prepared to take higher ground in the work of universal education. Go on, brethren of the press, help us with strong and well-aimed blows to strike down the common foe. Let our motto be: Free schools and free men, now and for ever, one and inseparable. To all who are thus laboring with us in behalf of these precious interests we extend the right hand of a cordial, fraternal greeting.

RECEIVED.—An arithmetical article from 'D.R.S.', which will appear next month. We thank him for his kind attention.

NORMAL UNIVERSITY.—The friends of this Institution will rejoice to learn that the Committee to whom was referred the question of the right and power of the County Court of McLean county to appropriate seventy thousand dollars of the Swamp-Land Fund toward the University buildings have reported "That the County Court had full power to make such appropriation, and they earnestly recommend that the same be honorably and fairly carried out."

This report was, at a recent meeting of the Board of Supervisors, emphatically adopted — yeas 14, nays 6. The little cloud, therefore, which had arisen along the horizon of this noblest educational enterprise of the State, filling many hearts with foreboding, has, happily, and we hope for ever, disappeared. The rest will only be a question of time.

We believe the day is not distant when the Normal University, the offspring of the wisdom and beneficence of the State, will be 'so consecrated in the hearts' of the people of Illinois, that no demagogue or foggy, of whatever name or faith, 'will dare to lay his ruthless hand upon it'.

SCHOOL LAW.—We are informed by the State Superintendent that additional copies of the School Law can be had by application to the Department of Public Instruction. School Officers, take notice.

W. F. M. ARNY.—This gentleman, to whom the *Illinois Teacher* and the cause of education in Illinois are indebted for so many valuable services, is now a resident of Hyatt county, Kansas. We see also, by the *Kansas News*, that he has been unanimously nominated, on the Free-State Ticket, for the office of Clerk of the Supreme Court. Our best wishes go with him in his new home in the far West.

CAMP'S GEOGRAPHY.—A correspondent writes: "We have not yet had opportunity to examine a copy of this, but a friend writes us as follows: 'Has *Camp's Geography* come under your notice? If not, you should see it. It is published as a Key to *Mitchell's Outline Maps*, by O. D. CASE & Co., Hartford; is arranged by Hon. D. N. CAMP, whose name is some guaranty for a book. It came under my notice thus: I needed maps — was well acquainted with *Pelton's*; but, finding I must pay from my own pocket for what I got, obtained *Mitchell's* at half the cost of *Pelton's*, hoping in due time to sell them and buy *Pelton's*. TALCOTT AND SHERWOOD sent me one of the Keys with the Maps. I had then no idea of any direct use of the Key, except to refresh my memory

now and then; but I found it so well adapted for a text-book, the descriptive part so suitably arranged, that I at once made it the text-book for my school. It is now used in at least six schools in this neighborhood, a large number of copies having been sold here recently. There is no small interest here in Geography. Probably in no other school in the county are so large a portion of the pupils attending to this much-abused branch of study as in ours. We use Skeleton Maps, too, for drawing. You will find a list of such in your *Teachers' Assistant*, noticed in April number of *Teacher*.

“With *Mitchell's Maps* and *Camp's Geography*, Skeleton Maps, and, after a fair familiarity with localities, a system of Topical Geography not confined to any text-book, pupils can be interested in this important branch of education.’

“For a system of Topical Geography, see *Guide to Illustration*. If you have n't got it send to GEO. SHERWOOD and buy one. You will get back the half-dollar invested *very soon*. No district should be without a set of outline maps. Our friend writes that so little has *Camp's Geography* been advertised and noticed, that a leading Bookseller of Chicago had not heard of it, and he had to send him word that he could get the books of GEO. SHERWOOD. H.”

#### OFFICIAL INTERPRETATIONS OF THE SCHOOL-LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, Ill., June, 1858.* }

*Question 45.* Should an assistant teacher have a certificate?

*Answer.* If a teacher has charge of a separate department in a school, and keeps a separate schedule, he should have a certificate of qualification, otherwise not.

*Q. 46.* Districts Nos. 1, 2 and 3 return schedules as follows, to be paid out of State, county and township funds: District No. 1, total number of days' attendance one hundred; District No. 2, two hundred days' attendance; District No. 3, three hundred days' attendance. Indebtedness certified on each schedule is forty dollars. Total amount in the treasury to be apportioned upon schedules, one hundred and twenty dollars. How much is each schedule entitled to according to law?

*A.* District No. 1 is entitled to twenty dollars; District No. 2 is entitled to forty dollars; District No. 3 to sixty dollars.

*Q. 47.* How is the teacher of District No. 1, in the above case, to get the twenty dollars still due upon his schedule?

*A.* The Directors of the district in which he taught must pay the twenty dollars due him out of the district-tax levied (or which should have been levied) last year to pay all deficiencies due upon teachers' schedules.

Q. 48. What is to be done with the twenty dollars surplus which schedule No. 3, in the above case, draws over and above enough to pay off its teacher's schedule? Does that money go back into the common township fund, to be apportioned upon schedules unpaid or schedules in the future, or does it belong exclusively and absolutely to District No. 3? and if the latter, for what may it be expended?

A. The twenty dollars surplus drawn by District No. 3 belongs exclusively to that district, and should remain in the township treasury subject to the order of the Directors of District No. 3, and may be expended by them in paying any deficiency due upon back schedules, in paying teachers' schedules in the future, in defraying any necessary school expenses, such as fuel, etc., or in purchasing a library or apparatus for the school.

Q. 49. What constitutes 'property' under section 39, and in what manner are Boards of Trustees, in the division of districts, to adjust the same in a just and equitable manner among the several parts?

A. School-houses, and school-house sites, and all other school property belonging to a district at the time of its division, is held to come within the meaning of the term as used in section 39; and as such must be divided among the several parts of the district, when such district is divided, in proportion to the interest of each of such parts of a district so divided in such property at the time of its division. The law makes it the duty of the Trustees to divide such property, but fails to specify the manner in which they shall make the division. The following method is suggested to the Trustees as being both equitable and convenient: Where a district is divided which is the owner of *any kind* of property, let the Trustees determine by estimate what portion of such property is justly due each part of said district, *the taxable property in each of such parts of the district being taken as the basis of such division*; then let the Trustees select some disinterested person as an appraiser of such property, let the Directors of the district owning the property select a second person, and they two a third person, to appraise the *present value* of all the property belonging to the district. When they shall have set a value upon the property, the Trustees can then adjust the amounts due the several parts of the district as above indicated; and the Directors of the district can proceed to levy the amount due the part or parts set off upon the portion of the district in which the house is situated. If the Directors shall fail or refuse to do so, the Trustees may order the whole property sold at auction to the highest bidder, and then divide the proceeds of the sale as above indicated.

Q. 50. Suppose A, living in District No. 1, contributes fifty dollars toward the purchase of a site for and the building of a school-house, and then before its completion is set off to District No. 2: does the fifty dollars which he paid go back to him as an individual, or does it go to the district to which he is attached? and if the latter, for what may the district to which he is attached expend such money?

A. It goes to the district to which he is attached, and may be expended for any school purpose.

WM. H. POWELL,

*Superintendent of Public Instruction.*



# ILLINOIS TEACHER.

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## THE BIBLE IN SCHOOLS.

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IT is time the friends of morality and education were arousing themselves to the danger of our settling into unprincipled disregard of lawful authority both of the Supreme Ruler and of earthly rulers. We have become so much accustomed to hear of deterioration of morals that I fear we hear it with little emotion, and with little feeling of our direct responsibility in the matter. The tide of error, of false morality, *is* swelling in upon us like a flood; but too many of those who regret it are looking too much to general causes. There is a *single* cause which seems to be more directly the one than perhaps any one other. We are educating the *intellect*—we are forgetting the *heart*. The intellect deserves not the less culture, nor can we in our public schools expect to do all that should be done in educating the heart. Still, we may at least recognize the great principles which lie at the base of all true education; we may acknowledge the superior claims of the moral to the merely intellectual, even though we deem the school-room the especial place for intellectual, not moral training.

To be still more explicit, one great and alarming cause of national and individual blunting of conscience is, that the Bible is so ignored as a standard. The exact figures are unattainable, but there are some counties in which an actual visitation reveals the fact that *not in one-half the schools* is the Bible read at all. This is sapping rapidly our free institutions. The power of muscle, the terror of individual prowess, can not fail to increase in importance, and the moral force of sound public opinion as expressed by the press and juries, as well as its other manifold voices, continually to grow weaker and weaker. "The Church and the Sabbath School are the places for religious instruction." Grant it, and add "Sunday is the day for clean clothes

and religious practice." Shut out prayer and the reading of the Bible from the school-room, ignore it as the guide in every-day business, fall back upon *honor* as the incentive to proper action, and a community soon will become a set of sanctimonious, Sunday-worshipping, week-day swindling, well-dressed, elegantly-spoken moralists, gradually sinking, till the outward restraint of even a seventh-day religion becomes too irksome, and they break away from their religious garb, demeanor, and conversation, drive sharp bargains on the very church-steps, relax their watch upon the expressions, and plunge into profanity and unconcealed infidelity.

This is no fancied danger. These steps are working their natural course in very many schools in our State, and in other States. Let no man think he can teach *Bible truth* just as well if he leaves the Bible out of the school-room. He need not feel that he can appeal to its principles as well without its visible presence, and recognizing it himself as a book he reverences enough to read a portion of its precepts before commencing his daily labors. There is a city in our State where, a few months ago, the Bible was excluded from the schools, to make the schools more popular. One familiar with such things elsewhere might suppose that the labor of governing the schools would be transferred from the standard of morality to that of the ratan and of brute force. But not so. The schools of that city are just now enjoying an enviable notoriety in the public prints for the remarkable freedom from the use of 'the harsh measures which barbarism has handed down to us'. The Bible excluded, the rod nearly excluded, the appeal to the morality of the mind and the feeling of the flesh improved upon,—what have we here left as the basis of the success in producing order? Simply this: *cold, selfish, human pride*. It requires no prophet's ken to see that in that city, without a new recognition, which we hope they will soon make, of the great storehouse of moral teaching, a class will be growing up who will regard as an upright and moral man one who is affable and correct in the parlor, but debauched and beastly in other places—who will see a perfect gentleman in the avowed and boasting destroyer of female virtue, provided his clothes are of the proper cut and he converses genteelly in the drawing-room. They may seemingly control their schools better than many who still look to higher sources for guidance; but, when boys go from those schools to Congress and to the seat of the judge, to which shall we look for a sound legislation and incorruptible integrity—the rude, troublesome boy who has worried his teachers half out of their lives, but who yet was daily directed to the great fountain-head of *principle*, or that one whose greatest example was the boy with the *highest marks*, and who, after gentlemanly behavior which never ruffled his teacher's temper or tired his patience, was left without any pointing to something to restrain

him in his selfish, and perhaps tyrannical, treatment of his inferiors when not in circumstances where his 'marks' will be affected?

Infidelity threatens our nation, and the PULPIT and the SABBATH SCHOOL can not stop it if the Bible is kept out of the COMMON SCHOOL.

K.

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## EDUCATION OF THE IMBECILE.

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MR. EDITOR: The beautiful village where you reside is some times styled the *Athens of the West*. If the modern American village is insignificant in artificial splendors compared with the ancient classic capital, the former, too, has its distinctive glory greater than that of temples, statues, and fortifications. Those schools where knowledge is so simplified and made accessible to every class are more to be admired than the Academic resorts that rendered Athens the eye of Greece. But especially does that circle of humane institutions tell the story of progress. Christianity has set a new valuation upon *man*—upon the mind, however distracted, obscured, or impeded. Many years have elapsed since the deaf and dumb, the blind, and the insane, ceased to be regarded as a dead burden to themselves, to their friends, or to society. Delightful it is to see what compensation has been provided for the loss of sight, hearing, and vocal speech. And even that sad scene—the groups assembled in the wards of the Hospital for the Insane—is made cheerful by the reflection how much present relief is here afforded, and how often is here found effectual 'medicine for the mind diseased'. The visitor to the Institutions at Jacksonville can not but admire, in the main, their management, and rejoice in the liberality of the State toward the unfortunate. He will be disposed, in a comparative view, considering the newness and as yet undeveloped resources of Illinois, to exclaim, "Many daughters have done virtuously, but thou excellest them all."

There is, however, at least one jewel wanting in the circlet within which your village—or city, if you covet the title—stands. For that class of persons known as idiots or imbeciles nothing of a public nature has yet been done in this State. Some efforts have indeed been made to attract attention to the subject, but apparently in vain. If my memory serves me, these efforts were especially expended upon the Legislature at its last session. The Message of Gov. MATTESON, the Inaugural of Gov. BISSELL, and the Reports of Dr. McFARLAND and Mr. GILLET, T.

earnestly commended the inception of some measure for the benefit of this class. A memorial on the same topic from the State Medical Society was presented in the House, but summarily set aside; the opinion being expressed that the project, however meritorious in motive, was wholly utopian. It may excuse that opinion somewhat to consider that the subject is still recent in the world, and especially in our country; and yet I must express some wonder that the honorable gentlemen did not assume that what was commended to their notice from so many and responsible sources was both important and practical. But let that pass. Perhaps it is reserved for the *teachers* of the State, or for some individual endowed with the right qualities, to give the enterprise a start, and demonstrate to those who are slow of faith how practical it is. There certainly is no class who might more fitly feel an interest in the theme than that which you address from month to month. Let me, then, communicate to you a few facts. For the philosophy of them, even if I understood it, you would have no space, and at this stage it is less important than the facts themselves, which show the demand for the work proposed, and the feasible nature of it.

According to the last census reports, there are in the United States 15,787 idiots. There is reason to suppose that this is hardly a moiety of the actual number, as it naturally happens that statistics upon a point where the sensibility of parents is so deeply concerned can not readily be gained. I think you will discover by reference to the Reports of Dr. McFARLAND and Mr. GILLET (they are not now accessible by me) the astonishing statement that in Illinois the number of deaf and dumb and blind, together, is exceeded by that of the idiotic. I use this term, although it is discarded by many as being hopelessly associated with false views of the malady which it designates. In the common mind an idiot is reckoned as a human body without a human intellect; but those who are most competent to speak repudiate that conception. They deem the disease an *arrest of development*, a *prolonged infancy of the mind*, not an absence of mind altogether; and, hence, their work is not the impossible one of *creation*, but of *education*; the bringing-out by ingenious and patient processes of the divine chirography written but invisible upon the inward being. The definition which Dr. WILBUR gives is this: "A want of natural or harmonious development of the mental action and moral powers of a human being, and usually dependent upon some defect or infirmity of his nervous organization." There are, indeed, marked gradations of capability among these unfortunates; but none of them, unless they have reached too advanced age, or are the victims of some violent disorder, as epilepsy, are beyond the reach of improvement.

In the work of improvement the physical system usually re-

quires the first care. By suitable diet and exercise the deficiency of bone and muscle is supplied and a more vigorous tone imparted. Then follows the mental training, according to the character of the case. With some there must be a struggle, long and hard, to secure attention in the least degree. When this is accomplished, the simplest ideas are sought to be conveyed. For example, a number of balls and cups are placed before the child, and the idea of *color* is conveyed by teaching him to place each ball in the cup of corresponding color; or, a board with cells and blocks to fit them is set before him to teach the idea of *size*. Soon he is surrounded with pictures and habituated to point out the objects represented. Then, if he has not before employed articulate speech, he is encouraged to pronounce the simplest words; and thus, from step to step, till in the course of months or years, as the case may be, the mists are partially, if not wholly, cleared away, and the various faculties shine out to cheer a path that was before dark indeed. Visit one of the beneficent schools provided for such training, and I promise you that, with your admiration for what is noble, and your sympathy with all that blesses our sin-smitten and sorrow-laden race, you shall find much to move your admiration and your gratitude.

Go, for example, to the little village of Barre, reposing among the hills and streams of Worcester county, Mass. Here is the Institution first opened by Dr. WILBUR, in 1848, and since 1851 under charge of Dr. GEORGE BROWN. You enter an area of many acres beautifully variegated by nature and adorned by art. The buildings are elegant and ample. If you inquire for Dr. BROWN, you will meet a gentleman whose countenance and manners indicate intelligence, culture, and kindness in no common degree. If you desire to see the establishment, he will perhaps take you at once into a school-room where a class of lads and misses are reciting History or Geography; and you might easily believe that you had happened into an ordinary village school, only that the wide-awake and thoroughly earnest efforts of the young lady who is teaching contrast strongly with the methods of too many teachers, and that here and there a singular smile, or restless motion, or awkward utterance, may indicate something peculiar in the pupils. But what were they a few years, perhaps only two or three years, ago? Unable to read or write, unacquainted with the most common facts, helpless, stupid, or mischievous. Now they are attaining, slowly, indeed, but truly, the elements of self-support and of respectability. I can not take time to go with you through the different departments down to the nursery. Every where are evidences of the most scrupulous care, self-denying kindness, persevering energy, and encouraging success. Out of doors you will see some of the pupils working the garden, sawing wood, feeding or driving the horses, using the machinery of the gymnasium, or otherwise

gaining pleasure and health from exercise. In the evening you may see a happy company assembled in the drawing-room, and may listen to the music of voices and instruments; for many of the pupils exhibit a decided musical taste and talent.

In systematic, thorough and liberal method I doubt whether this school has a superior among the schools of the land. The object, as you may well suppose, is not pecuniary emolument. The same spirit that carries the missionary to his work is that which sustains this enterprise.

Besides the school here referred to, there are several others of high reputation. That of Mr. J. B. RICHARDS, a son of the first missionary to Ceylon, is well located and well managed at Harlem, N. Y. Mr. R. was for several years Principal of the Pennsylvania Institution for Idiots. The Massachusetts Institution is at South Boston, in charge of Dr. S. G. HOWE, the distinguished Principal of the Perkins Institute for the Blind, and the pioneer upon this continent of efforts for the education of the Imbecile. The State of New York has a noble school at Syracuse, in charge of Dr. H. B. WILBUR. One or two other States have made a beginning in the good work. Honor to the names of those who have enlisted in this cause of God and the race! All honor to him who shall inaugurate it in Illinois!

HESPERIA, June, 1858.

Q.

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The description of two actual cases will convey more vividly than any other method save observation some idea of the benefit conferred by this agency. The first is furnished by Mr. RICHARDS, and shows what may be done in the extremest cases; the second is from Dr. BROWN's Report, and gives an instance of weak mind such as is likely to come within the experience of teachers of common schools.

CASE I.—When he first came under my observation, he was one of the most hopeless and degraded creatures that could be found: presenting to the bodily eye, dressed as he was in his red flannel gown, and lying upon the floor in his own excrements, extremely feeble claims to being called a human being. He had not learned to creep, nor had he even strength sufficient to roll himself upon the floor when laid upon it. Owing to a paralysis of the lower limbs, they were insensible to pain. Mastication with him was entirely out of the question. His mother told me that she used to feed him almost exclusively on milk, purchasing for him, as she said, a gallon per day. Although five and a half years of age, he had not, apparently, any more knowledge of things, their names or uses, than a new-born infant. In fact, the only sense that seemed to be awake in the least to external influences, even for a time, was that of hearing, and this only when some lively air was whistled or played upon a musical instrument. This being the lowest case that could be found to test the feasibility of the plan to develop and educate Idiotic and Imbecile children, it was thought best to undertake his training, although it seemed more like a work of creation than of education. The most sanguine friends of the cause threw discouragements in the way. Yet, by a patient and persevering system of well-directed effort, he has been so far developed that

at the present time he walks about the house or in the yard without any assistance; takes care of himself; attends to his own immediate wants; sits at the table with the family, and feeds himself as well as children ordinarily do; talks perfectly well, and is acquainted with the things around him. In short, he has learned to read, and does not differ materially in his usual habits from a lad of four years of age, unless it be that he is more sluggish in his movements. Judging from the above case, and the numerous ones that have fallen under my observation during the past few years, I doubt whether one can be found so low as to be beyond the reach of improvement, provided his instruction and training be commenced at an early age.

CASE II.—A youth of sixteen, backward and peculiar from infancy. When he entered the school he was a large-framed, very round-shouldered boy, with a shuffling, unsteady gait, and a dull, heavy expression, as if half-asleep all the time—blundering about, contriving to break every thing that came in his way, and tearing his clothes at every corner. The cranial parietes were flattened—the eyes crossed, and defective in vision.

His consumption of food was enormous. He had a habit of falling asleep at any time and place, so profoundly that his perceptive powers were unusually stupefied and his eye-sight still more imperfect when he awoke.

He showed quite a passion for the marvelous, would tell exaggerated, amusing stories of what he had seen or heard—not from a desire to tell untruths, for in ordinary matters his word could be relied on, but merely to gratify this propensity.

His moral nature had been well cultivated—the simple principles of morality, the character of God and his relations to him, were tolerably well defined.

He had shown, in some things, a very commendable degree of perseverance, and, through the never-failing patience of a mother's love, had learned his letters, and could read simple sentences, though in so hurried, indistinct a manner as to be unintelligible to strangers. His voice was squeaking; and this, together with his awkwardness and backwardness, had made him a laughing-stock with boys of his own age, deeply wounding his sensitive nature, and discouraging all hope of improvement. He liked manual labor, and would work very hard, despite his lazy physique.

Two years' residence in the Institution has effected a great change, externally and internally. By gymnastics, by constant appeals to his pride, the stooping posture has become erect, the gait improved, and the whole appearance less awkward. By restrictions in the amount of food taken, his sleepiness and consequent stupor have entirely disappeared. He never complains of inability to see. By constant association with those who have treated his mistakes with kindness, and encouraged him to self-respect, as well as from having enjoyed opportunities for directing others less capable than himself, he has now enlarged confidence in his own abilities, and feels within the power to do still better in the future. He has progressed well in business capacities, general information, and acquired a greater love for general reading; language much improved both in tone and distinctness. In school he required constant instruction. But there was a desire to learn; and despite all his obtuseness of intellect, and the severe grappling with, to him, great difficulties which he met every step of his way, he has mastered the first four rules of written arithmetic, obtained a good share of geographical knowledge, and made acquaintance with the first principles of grammar. Common philosophical facts have interested him greatly, and helped to develop both reason and understanding. His penmanship is creditable; and to show how far he has progressed in composition—which he never attempted till recently,—we will append one of his home letters, written a short time before he left us to attend a common school, where, we doubt not, he will continue to progress in his studies, and may eventually attain to a life of ordinary intelligence and usefulness:

BARRÉ, Nov. 24, 1854.

MY DEAR FATHER: How do you do this Fall? I want to see you very much. Have you had any snow in N—— B—— yet? We have had a little here — the ground was white, but it did not last long. What are you going to do Thanksgiving Day? How do C—— and M—— get along with the work? Did L—— like her school, this Summer, at the Ledge?

The Teachers' Institute was here a few weeks ago, and I went to the lectures in the evening. Doctor has got a Parrot. It can laugh and sing. It says pretty Polly, and Polly wants a cracker. He has got ferrets, too, to drive away the rats, and our dog, Spot, caught one of them and killed it this morning. We have got some geese, turkeys, ducks, hens, and doves — and I like to take care of them. We have three gray squirrels. We had two black ones, but they are dead now. We have rabbits, too.

We have four teachers, and I read in the Gradual Reader now, and I like it very much.

We have got four horses, with Nelly, the pony, and in the Summer we have rides in the omnibus. We have three cows, and two dogs. Jupiter is a black and white dog. He is a shepherd dog. He keeps watch of the house at night. Doctor has got nineteen turkeys for Thanksgiving. We have set out a good many trees this Fall. Have you heard from George W—— lately?

I can not write any more now. Write to me soon as you can.

Good-bye.

H——.

## NOT ASHAMED OF RIDICULE.

I NEVER shall forget the lesson which I received when quite a young lad, at an academy in B——. Among my school fellows were Hartly and Jenson. They were somewhat older than myself, and the leaders in matters of opinion and of sport. Jenson was not at heart malicious, but he had a foolish ambition of being thought witty and sarcastic, and he made himself feared by a besetting habit of turning things into ridicule, so that he seemed continually on the look-out for matters of derision.

Hartly was a new scholar, and little was known of him among the boys. One morning, as we were on our way to school, he was seen driving a cow along toward a neighboring field. A group of boys, among whom was Jenson, met him as he was passing. This opportunity was not to be lost by Jenson.

"Halloo!" he exclaimed, "what 's the price of milk? I say, Jonathan, what do you fodder on? What will you take for all the gold on her horns? Boys, if you want to see the latest Paris style, look at those boots!"

Hartly, waving his hand at us with a pleasant smile, and driving the cow to the field, took down the bars of a rail-fence, and then putting up the bars, came and entered the school with the rest of us. After school, in the afternoon, he let out the



cow and drove her off, none of us knew where. And every day for two weeks he went through the same task.

The boys of —— Academy were nearly all sons of wealthy parents, and some of them, among whom was Jenson, were dunces enough to look down with a sort of disdain upon a scholar who had to drive a cow. The sneers and jeers of Jenson were accordingly often renewed. He once, on a plea that he did not like the odor of the barn, refused to sit next to Hartly. Occasionally he would inquire after the cow's health, pronouncing the word 'keow', after the manner of the country people.

With admirable good nature did Hartly bear all these silly attempts to wound and annoy him. I do not remember that he was ever once betrayed into a look or word of angry retaliation.

"I suppose, Hartly," said Jenson one day, "I suppose your lady means to make a milk-man of you."

"What?" asked Hartly.

"O, nothing; only do n't leave too much water in your pans after you rinse them, that's all."

The boys laughed, and Hartly, not in the least mortified, replied:

"Never fear; if ever I should rise to be-milk man, I'll give you good measure and good milk."

The day after this conversation there was a public exhibition, at which a number of ladies and gentlemen from other cities were present. Prizes were awarded by the Principal of our Academy, and both Hartly and Jenson received a creditable number, for, in respect to scholarship, these two were about equal. After the ceremony of distribution, the Principal remarked that there was one prize, consisting of a medal, which was rarely awarded, not so much on account of its great cost as because the instances were rare which rendered the bestowal proper. It was the prize of heroism. The last boy who received one was young Manners, who three years ago rescued the blind girl from drowning.

The Principal then said that, with the permission of the company, he would relate a short story.

"Not long since, some scholars were flying a kite in the street just as a poor boy on horseback rode by on his way to the mill. The horse took fright and threw the boy, injuring him so badly that he was carried home and confined some weeks to his bed. Of the scholars who had unintentionally caused the disaster, none followed to learn the fate of the wounded boy. There was one scholar who had witnessed the accident from a distance, but staid to render service.

"This scholar soon learned that the wounded boy was the grandson of a poor widow, whose sole support consisted in selling the milk of a fine cow, of which she was the owner. Alas! what could she now do? She was old and lame, and her grand-

son, on whom she depended to drive the cow to pasture, was now on his back helpless.

"'Never mind, good woman', said the scholar; 'I can drive your cow.'

"With blessings and thanks the old woman accepted his offer.

"But his kindness did not stop here. Money was wanted to get articles from the apothecary. 'I have the money that my mother sent me to buy a pair of boots with; but I can do without them for a while.'

"'Oh, no!' said the old woman, 'I ca' n't consent to that; but here is a pair of cowhide boots that I bought for Henry, who ca' n't wear them. If you would only buy these, giving us what they cost, we should get along nicely.'

"The scholar bought the boots, clumsy as they were, and has worn them up to this time.

"Well, when it was discovered by other boys of the Academy that our scholar was in the habit of driving a cow, he was assailed with laughter and ridicule. His cowhide boots in particular were made matter of mirth. But he kept on cheerfully and bravely, day after day, never shunning observation, and driving the widow's cow and wearing his thick boots, contented in the thought that he was doing right, caring not for all the jeers and sneers that could be uttered. He never undertook to explain why he drove the cow; for he was not inclined to make a vaunt of his charitable motives; and, furthermore, in his heart he had no sympathy with the false pride that could look with ridicule on any useful employment. It was by mere accident that his course of kindness and self-denial was discovered by his teacher.

"And now, ladies and gentlemen, I appeal to you, was there not true heroism in this boy's conduct? Nay, Master Hartly, do not slink out of sight behind the blackboard. You are not afraid of ridicule, you must not be afraid of praise. Come forth, Master Edward James Hartly, and let us see your honest face."

As Hartly, with blushing cheeks, made his appearance, what a round of applause, in which the whole company joined, spoke the general approbation of his conduct! The ladies stood upon the benches and waved their handkerchiefs; the old men wiped the gathering moisture from the corners of their eyes and clapped their hands. Those clumsy boots on Hartly's feet seemed prouder ornaments than a crown would have been on his head. The medal was bestowed on him amid general acclamation.

Let me tell a good thing of Jenson before I conclude. He was heartily ashamed of his ill-natured raillery, and after we were dismissed he went, with tears in his eyes, and tendered his hand to Hartly, making a handsome apology for his past ill manners. "Think no more of it, old fellow," said Hartly, with a

delightful cordiality; "let us go and have a ramble in the woods before we break up for a vacation." The boys, one and all, followed Jenson's example; and then we set forth with huzzas into the woods.

What a happy day it was!

Selected.

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## G E O G R A P H Y.

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For much which I shall write I am indebted to the suggestions of others; much else I have found in print, after I had it in practice: so that there is little to be said which has not already been said by some one. But for the general neglect of the study, and the unsatisfactory method in which it is pursued so often, taken in connection with the limited circulation in our State of books pointing out or embodying satisfactory modes of teaching it, I would not have penned this article.

I shall not enlarge upon the benefits of this study, or stop to balance its claims, in these days of constant commerce and rapid locomotion, with a branch almost always referred to by those who talk so much of a *practical education*, meaning by this ability to calculate in dollars and cents. This is for such as feel its importance, and would only know how best to use it to develop thought and communicate information.

By dint of hard study, and the aid of a good memory, which memory was often aided by external applications, the writer could describe every river from Mackenzie's to the La Plata, and from the Dal around to the Thames. Not a county or a parish was lost, though gained by 'a weariness', and often a soreness, 'of the flesh'. A common duodecimo, with the accompanying atlas, were all the aids the writer knew of, if he excepts a little Geography for beginners, the very memory of which reminds him that he has often lived on two meals a day—his teacher being anxious to have it learned just as it was in the book, which required addition of the noon to the hours of study, involuntarily concurred in by the pupils. A tithe of the labor expended, with the helps now to be had, and some of them to be had even then, would have made a better geographer, with the knowledge in a more available shape.

A globe—a dollar will get a small one—and a set of outline maps are indispensable to proper instruction in Geography. Map-drawing is not to be neglected. This work should begin as soon as the child comes into school. He need not be told he is studying Geography. The teacher can draw an outline of the school-room upon the board, and as he points to the places

for the stove, desk, windows, and other marked features, call upon the class to tell what to put there. Most will answer correctly. Then they may copy upon their slates; and, when they can do this independently of the teacher's drawing, the same course may be followed as to the school-grounds, adding, from time to time, the streets or fields near, till a map of the town or village, with its roads or blocks, its streams and other marks of surface, can be drawn by the pupil. After that may come his County in its general features, then his State; and thus outward, till, recognizing by his own work what a map is and how to understand his relative position, at least to his neighbors, he is prepared to learn from the map as hung before him. He need not see a book: his teacher may be to him the key to his maps, daily adding a few new localities, and keeping the slate and pencil employed in mapping. The pupil will be glad of the privilege of putting maps on the blackboard, and, where there is sufficiency of such surface, it may be done besides at the regular hour, as a reward for diligence or good lessons. Some description of new localities, and new productions as the pupil comes to the new localities, will add to his interest. Do not be too sure that the child knows the productions of his own region. Inquire, and see if he can tell of the trees and plants, the birds and animals, the stones, insects, and fishes, of his own region. Teach him of his own home first: then it will be a great incentive to find the *new* things met with as he goes abroad to the wide world.

After a time the text-book may be put into the pupil's hand. This should be little more than a key to the Outline Maps. It should contain miniature maps similar to those hung up, and some, but not *too much*, descriptive matter. I have all the Keys for Outline Maps which I could obtain. *Fowle's Key* (to *Fowle's Maps*) and *Camp's Geography*—a book recently published as a *Key for Mitchell's Maps*—are the only ones I have been able to get or learn of in which the pupil has the advantage of miniature outline maps. There are more valuable and expensive maps, but none with their keys will compare with *Mitchell's Maps* and *Camp's Geography* for ordinary class use. This geography can be used without the larger maps, but no school should fail to have maps for the wall. I have little regard for a class-book which puts plain facts into disorderly doggerel, thus:

“For Illinois Wisconsin State a northern bound will make;  
See Indiana on its east, and, Michigan, thy Lake;  
Upon its southern limits then Kentucky may be found;  
Then Iowa, Missouri join to form the western bound.”

—disturbing the natural order, Wisconsin, Lake Michigan, and so on, for the metre; or which leaves a pupil to find names for the black dots on his map by a description like this:

"Springfield—the capital. Petersburg—next N.W. of Springfield. Jacksonville—nearly W. of Springfield. Alton—on the Mississippi R., S.S.W. of Springfield. Edwardsville—next S.E. of Alton. Waterloo—next S. of Alton," and so on.

The pupil having become familiar with localities as presented on the Outline Maps, a system of Topical Geography should be introduced. I would now add to *Mitchell's* or *Fowle's Maps* *Pelton's Hemisphere Maps*, as a great deal in Physical Geography is there represented not given on other maps mentioned—as oceanic and wind currents, and isothermal lines. I would be confined to no text-book, but gather together all I could. I have used text-books on Geography very little for years, regarding a good atlas worth more than the books, when I could follow my own course. I could accomplish more by the same labor not to take the pupils through the cumbersome material of a set of Primary, Intermediate and Higher Geographies, and, till *Camp's Geography* was published, gave most of the instruction not to be gained from the maps or atlas orally, or from not one, but all the books the class could bring. This book (Camp's) is the only one I ever had which I was willing to follow even temporarily; and, as stated above, when ready for the Topical system text-books are not to confine us. Teach by *subjects*, not by order of text-books. In 'Hints to Teachers', in the book just named, I find something so nearly like what I practiced with some classes, before its publication, that it will answer my purpose to quote. Prof. CAMP says, speaking of his book, "The more important facts are given on each country." What follows is not specially applicable to *his* book. "But a full description could not be given without increasing the size and price of the book far beyond the wants of our schools. This can much better be obtained from gazetteers, geographical dictionaries and cyclopedias than from any text-book.

"For classes of advanced pupils topical instruction will be productive of very beneficial results. The country to be studied having been selected, the teacher should assign a topic to each pupil, who, with his own and a definite subject before him, should consult reference-books, public and private libraries, and all sources of available information. The following list of topics can be used, or so much of it as is adapted to the attainments of the class or their means of obtaining the facts required:

"LIST OF TOPICS FOR ADVANCED CLASS.—1. Situation (extent and boundaries). 2. Coast (indentations and projections). 3. Rivers and Lakes. 4. Surface (mountains, plains, plateaus, etc.). 5. Soil and Climate. 6. Productions (animal, vegetable, and mineral). 7. Manufactures. 8. Commerce (exports and imports). 9. Cities and Towns (capital, seaports, and manufacturing towns). 10. Traveling facilities. 11. Inhabitants (population, manners and customs). 12. Government. 13. Education and Religion. 14. History (colonial possessions). 15. Miscellaneous (natural curiosities, places and objects of interest, distinguished persons, etc.)."

I have used cards printed with a list something like that. Each pupil having one, and calling upon one to tell what he could of the first topic in the lesson, I would allow those who signified their ability to add to his description to do so, or tell them myself of some things not otherwise accessible to them. Then another would be called on, the next topic taken up, and the same course followed as with the first.

A fuller system of topical instruction than I had been in circumstances to use is to be found in F. C. BROWNELL'S *Guide to Illustration*, a book accompanying the Holbrook Apparatus, and containing much valuable matter for the teacher who, in any branch, can not do what he would, but will do what he can. I requote a sentence or two quoted there. "Outline Maps, a Globe and Tellurian are indispensable to the highest success of the topic system, as well as for thorough instruction by any method whatever. . . . It will be perceived that this method does not require a uniformity of text-books, but makes a diversity desirable rather than otherwise."

Map-drawing should be constantly attended to. Great saving of time and aid to accuracy may be had by using skeleton maps, or mapping-plates, having the latitude and longitude printed upon them, and the border of the map, ready for the pupil to fill up. I will mention a few of the exercises to interest classes. I draw a map of Illinois on the board: John's hand is up. "What is it?" "You have made no place for Lake Michigan." It is corrected, and other errors, till the criticism of the class is satisfied, when, if any errors still remain, the teacher names and corrects them. The maps drawn by the class are then inspected. "William, the Wabash River makes more of the boundary than you have allowed for it: correct that, and it will do very well." "Jane, you are gaining in this: a little pains will enable you to do well. Notice how the Mississippi turns here to the westward." "Well, John, yours is so accurate, you may copy it upon the board, while we use the Map of the World a few minutes."

As the teacher points, the class name 'Greenland', 'Madagascar', 'Borneo', 'Amazon River'. "William, you may see how far you can point out beginning with the rivers." So he begins — 'Mackenzie's', 'St. Lawrence', till he comes to the Negro, which he has forgotten. "Jane, you may go on." Jane goes on, in like manner, and perhaps is able to point out all upon the map. John's map is ready for us now. The points to be imitated are mentioned, and perhaps an improvement or two suggested, and he takes the pointer. I call for one locality after another a few minutes, and then turn to the class, to see if they can get the pointer by his failure to point out what they ask for. He does finely till William calls for the Aleutian Islands: he is confused or has forgotten, and William takes his place.

I can not pass by the faulty method of teaching the mathe-

matical part, and have yet to find any thing in print that is satisfactory. I refer especially to the first lessons, as there is good and systematic information arranged for those whose first ideas are rightly formed. The child should learn that bodies of a certain shape, like his ball, are spheres. When he is spinning his top, he can be taught what its axis is; and when, months or even years later, he is told that the earth is a *sphere* and revolves on its *axis*, he will be likely to comprehend it better than as now, by presenting these words for the first time in his life, perhaps, in connection with the earth. Let his ball be rolled across the table or floor in different directions, or spun like a top before him: he will learn to tell you which the axis is, its position relative to himself, and no small help be gained, by speaking of the poles of *this* axis, to get rid of the erroneous ideas of north and south, up and down, as we apply them to the heavenly bodies. I have specified two valuable books for the teacher; another, valuable for the suggestions given as to the beginning of this study, as well as carrying it on, is Dr. ALCOTT'S *Slate and Blackboard Exercises*. "By sending ten cents", says a number of the *Illinois Teacher*, "to GEO. SHERWOOD, of Chicago, you can get a copy of the *Educator's Assistant*." This is the most complete educational catalogue in the country; and the teacher who would know where and for how much he may buy any thing, from a piece of chalk up through skeleton maps, outline maps of half a dozen authors, charts, and apparatus of all sorts, to the most expensive chemical and philosophical, can get information here for ten cents which cost me more than as many dollars.

I know that with many the dollar-and-cent argument must be used. Suppose we have a class of ten pupils to take a thorough course in Geography in each of four or five schools. The first use a set of the *National Series*, costing for the set \$2.25, or in all \$22.50. The second use *Cornell's*, costing still more. Others use other sets of Primary, Secondary and Higher Geographies, at no less expense. The last pay from five dollars (cheapest form of *Fowle's*) to ten, which will buy *Pelton's* or *Colton's Hemisphere Maps*, or more than pay for some sets, or, better still, pay for a set of MITCHELL'S nine maps. This leaves from twelve dollars and a half, to obtain the best Keys, costing a dollar each, or ten dollars more, and a globe (five inch), with a dollar and a half to spare for a good map of Illinois,—from twelve and half, I repeat, to seventeen dollars and a half, to buy Keys—the cheapest costing twenty-five cents each—a Globe, a good Tellurian, and still have enough left to buy *Lippincott's Gazetteer*, a good State Map, and two or three common atlases for the use of the class.

This makes no allowance for the use future classes can have of the globe and maps, or for any public spirit to add a little to what is saved. I know it is often easier to go on in the old,

beaten track than to induce people to take the best way, even when the cheapest. In my own practice I have not balanced the dollars and cents so closely, but have bought much myself that I could not bring school officers to purchase; but think no teacher in the public schools should be expected to do this. The teacher who must furnish himself, if furnished at all, can get for fifteen dollars a good set of maps and sufficient other aids to make his work more satisfactory to himself and profitable to his pupils. Some teachers make their own outline maps; and I heard of a teacher in Texas who, for want of an orrery, placed a red-headed urchin in the middle of the floor for the sun, stationed others for planets, and set them to running around the first. The most successful teacher in interesting her pupils in map-drawing I have known had little more than the common atlas, blackboard and chalk, or paper and pencil, to work with.

J. H. B.

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I. — NOVEMBER.

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THE dead leaves their rich mosaics,  
Of olive and gold and brown,  
Had laid on the rain-wet pavements,  
Through all the embowered town.

They were washed by the Autumn tempest,  
They were trod by hurrying feet,  
And the maids came out with their besoms  
And swept them into the street,

To be crushed and lost for ever  
'Neath the wheels, in the black mire lost,—  
The Summer's precious darlings,  
She nurtured at such cost!

O words that have fallen from me!  
O golden thoughts and true!  
Must I see in the leaves a symbol  
Of the fate which awaiteth you?

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II. — APRIL.

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AGAIN has come the Spring-time,  
With the crocus's golden bloom,  
With the smell of the fresh-turned earth-mould,  
And the violet's perfume.



O gardener! tell me the secret  
 Of thy flowers so rare and sweet!  
 — "I have only enriched my garden  
 With the black mire from the street." Atlantic Monthly.

## ILLINOIS PHONETIC ASSOCIATION.

PURSUANT to a call of the Executive Committee, the Illinois Phonetic Association met at Decatur, on December 31st, 1857, and was called to order by the President, Prof. JOHN F. BROOKS. The Secretary being absent, S. C. FARIS was elected Secretary *pro tem*. The Constitution and the minutes of the last meeting were read, and the latter approved. An opportunity was then given for persons to become members of the Association.

Dr. L. D. GLAZEBROOK, by request of the members, favored us with some very forcible remarks on the subject of phonetics. Mr. POST, of Carbondale, next interested us with some very excellent remarks, and was followed by O. H. BRITT, of Lacon, who handled our present barbarous orthography pretty severely.

The Association was then addressed by Mr. NESTLERODE, of Iowa. This gentleman brought an amount of experience to bear upon the subject that must have caused opponents of our system considerable uneasiness. Mr. MADISON, of Iowa, gave us a history of the progress of our cause, which was truly cheering.

On motion, we proceeded to the election of officers for the ensuing year, which resulted as follows:

*President*, Prof. JOHN F. BROOKS, of Springfield. *Vice President*, D. D. WAITE, M.D., of St. Charles. *Secretary*, S. C. FARIS, of Hennepin. *Executive Committee*, O. C. BLACKMER, of St. Charles; L. D. GLAZEBROOK, of Aroma; J. B. NEWCOMB, of Elgin; S. A. BRIGGS, of Cortland; H. A. FORD, of Lacon.

Motion carried, that the President act as *Treasurer* of the Association.

The following resolution, by S. A. BRIGGS, was adopted:

*Resolved*, That the resolutions of the Phonetic Association of last year, at Chicago, express our present convictions, deepened by the success of the experiments of another year in phonetic teaching. *Resolved, also*, that the influence of such teaching, in promoting distinct articulation and correct pronunciation, surpasses all other means with which we are acquainted for securing that end.

The following, by Mr. FORD, were adopted:

*Resolved*, That the members of this Association, and all favorable to its ob-

jects, be requested to secure the occasional publication, in newspapers of their vicinity, of articles calculated to advance the interest of phonetics and phonography, and that they endeavor to enlist editors generally in the spelling and writing reform.

*Resolved*, That the President of this Association be instructed to prepare, and present at the next meeting of the Illinois State Teachers' Association, resolutions recommending the introduction of phonotypy into our primary schools, and phonography into the higher departments of our schools.

Although circumstances compelled us to hold a rather short and hurried meeting, yet the members showed an interest and zeal in the cause that is truly commendable. We can certainly look forward to the time when the spelling reform will have an opportunity of being tested in our common schools.

S. C. FARIS, Sec.

[The above was forwarded to us for publication several months since, but was mislaid. We most sincerely regret this, and now make all the reparation in our power. We look upon the progress of the spelling and writing reform with much interest, and with, we need not say, the most friendly feelings; and we will do, with the greatest pleasure, all that fairly lies within our province for the dissemination of truth on this important subject.]

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#### EXPLANATION OF AN ARITHMETICAL CURIOSITY.

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Our mathematical friend, Dr. W——, seems heretofore to have met with but little encouragement from those for whose benefit his questions are propounded. Rather than that he should be neglected longer, I will give you at this late date a demonstration of his proposition with respect to a certain mode of dividing by nine, as I am assured that "*mine is by all means a simple explanation*" of his manner of division.

**DEMONSTRATION.**—In a single ten there is a single nine and a single unit. In any number of tens there are as many nines and as many units. There are, then, in any dividend as many nines as tens, together with as many units; and did we know the number of nines in this excess of units the quotient would soon be determined. But with this excess as with the first number, in it there are as many nines as tens, and as many units (*equal to the number of hundreds in the whole dividend*). With the second excess as with the other numbers, it contains as many nines as tens (*and as many of each as there are thousands in the original dividend*), together with as many units; which units will, like all other 'collections', contain as many nines as tens, also as many ones (and, in this case, *as many of each as there are tens of thousands in the original dividend*).

With these ones as with the rest, and so on through, until the left-hand figure is left an excess in which there are no tens, neither any nines, but simply an excess of units equal to the number represented by the figure.

In separating into tens, first the original dividend, afterward the excesses, we have in each of the divisions a remainder, expressed by the right-hand figure of the number divided. These remainders are obviously the different figures of the dividend occurring in their successive orders—units, tens, hundreds, etc. The sum of these must of course be obtained, that we may know the number of nines contained in the several excesses.

Thus we find, that in any dividend the number of nines is equal to the number of tens contained in that dividend, plus the (whole) number of hundreds, plus the number of thousands, plus the number of tens of thousands, etc.; i.e., equal to the whole number of all the different orders of units of which it may consist, increased by the number of nines contained in the sum of the figures of which it is composed.

Were these several numbers of nines arranged for addition, the right-hand column would evidently be made up of all the figures of the dividend excepting the unit figure; the next of all the figures to the left of tens; the third of those to the left of hundreds, etc. Therefore, if we proceed with any number as specified by Dr. W., we shall find the number of nines contained in that number.

Another mode of dividing by nine has occurred to me, which, for the gratification of the lovers of the curious, and the amusement of those who may be so easily amused, (by your leave) I will append; it being, with respect to simplicity and brevity, more practicable if possible than the common method of performing such division. I should like much to see a well-worded solution proving its correctness. It is as follows:

First find the excess of nines by adding together the figures of the dividend. Set down this remainder (in the usual place), and from it, as from the right-hand figure of a minuend, take the right-hand figure of the dividend: the remainder will be the unit figure of the quotient; consider this the second figure of a minuend, and take from it the tens' figure of the dividend, thus obtaining a second figure of the quotient, which constitute the next in order of the figures in the minuend, and so on; making in all cases the last-found figure of the quotient the succeeding one of the minuend. In this way, when the whole dividend shall have been subtracted we shall have arrived at the number expressing the quotient of the dividend divided by 9.

*Illustration.*—Thus, to divide 27863 by 9: 
$$\begin{array}{r} 9 \overline{) 27863} \\ \underline{3095} \phantom{8} \end{array}$$
 we find the excess by addition of its digits to be 8, which we set down as a remainder. Then 3 (the unit figure of the dividend) from 8 leaves 5, the unit figure of the quotient. Then making it the next figure of the minuend, and proceeding as in ordinary subtraction, 6 from 15, 9, which locate in the tens' place of the quotient; then, 9 from 9, 0 (hundreds) remains; next, 7 from 10, 3 (thousands); then, 3 from 3, and nothing is left; when we may safely consider the subtraction to be carried as far as practicable in this example.

I would give you my experience (in school) with regard to the least common multiple of several fractions, solutions to several of your last questions—more especially (as its correctness has been disputed) my reasoning respecting that question of probabilities, etc.; but facts being as yet considered of more

worth than probabilities, and it being fully established that 'time is precious' and space in the pages of the *Teacher* almost as much so, I desist.

D. R. S.

## SOLUTIONS TO PROBLEMS.—NUMBER II.

THE fifth problem (April *Teacher*, p. 114) was copied from the *Connecticut Common School Journal*, where a solution is given by 'E.W.R'. "Place the nine digits in such order that their square-root can be extracted without remainder." No analytic solution can be given to this problem: the answer can be obtained only by squaring the natural series of numbers until the desired square is found. As the square is to have nine figures, the root must have five, and we may begin our trials with the number 10000, knowing that we shall not be obliged to exceed 31622, for the next number gives a power of ten places. We find the number to be 11826, the square of which is 139854276.

The only abbreviation of the process is to get the series of squares by adding a portion of the series of odd numbers to the successive numbers. Thus squaring 10000 we have 100,000,000; the square of 10001 is  $100,000,000 + 20001 = 100,020,001$ ; the square of 10002 is  $100,020,001 + 20003 = 100,040,004$ , and so on, adding to the series of squares the odd numbers 20001, 20003, 20005, 20007, etc. The reason of all this appears upon a slight study of the formula  $(a+1)^2 = a^2 + 2a + 1$ . Perhaps there is more than one square number answering the conditions of the problem.

The fourth problem we have seen several times, but never a satisfactory solution. In the *N.H. Journal of Education* (April 1858, p. 117), the following is given: (1)  $17 + 36 + 45 = 98 + 2 = 100$ . (2)  $67 + 30 + 5 + .9 + .8 + .2 + .1 = 100$ . (3)  $56 + 24 = 80 + 1 + 9 + 7 + 3 = 100$ . We do not consider any one of these a fair answer. Many more of the same sort might be devised.

We never studied the question until after we had proposed it last April. Upon taking it up we soon devised an easy method of ascertaining all the possible integral and decimal combinations of the nine digits for this purpose, and thus found that no additive integral or common decimal expressions could be made to produce the required result. The next resource was to try putting some of the digits into fractions. In a few minutes we devised the following: (1)  $80 + 1 + 4 + 5 + 7 + \frac{16}{32} = 100$ . (2)  $90 + 6 + \frac{1438}{357} = 100$ . (3)  $87 + 3 + \frac{16}{2} + \frac{90}{45} = 100$ . Mr. HENRY W. DYER has sent to the Editor the following: (1)  $23\frac{5}{10} + 67\frac{4}{8} + 9 = 100$ . (2)  $50\frac{9}{18} +$

$47\frac{3}{4}+2=100$ . A great variety of answers of this sort might be given.

An answer of a very different sort may be obtained by the use of circulating decimals. Whoever understands the addition of circulates will see that the following are correct: (1)  $19.\dot{5}+60.\dot{4}+2+3+7+8=100$ . (2)  $6+14.\dot{3}+20.\dot{7}+58.\dot{9}=100$ . (3)  $29+1+9+54.\dot{3}+7.\dot{6}+8=100$ . And of these solutions there may be a vast number.

The question of probabilities (third in April No.) we leave still in the dark.

NEW PROBLEMS.—6. In a certain problem the sum of divisor, dividend and quotient is 111, and the divisor is 7; what is the dividend and what the quotient? Give a solution by arithmetic.

7. A certain number is composed of two digits, the sum of which is 11; and if 13 be added to the first digit the sum is equal to three times the second digit: what is the number? An arithmetical solution is desired. Questions like this are generally solved by Algebra with two unknown quantities. L. D.

## TRAVEL NOTES OF THE STATE AGENT.

JERSEYVILLE.—With the thermometer away up in the ‘nineties’ the Institute in this place began and ended; was well attended, and was the first held in the county. Sixteen essays were written and read, and, generally, an excellent spirit prevailed. Rev. C. H. Foot, Principal of the Young Men’s Academy, was the leading man. On the proper use of text-books there was much diversity of opinion. I labored to make the impression that a text-book should only be used as a help; that the teacher should put his own questions, and not read those of the book; that answers to problems in arithmetic were *worse* than useless, they were hurtful; and finally, that following a text-book literally squeezed the life out of a recitation and made the school a machine-shop. Misses HALL, NUTTING and HOPPIN aided in the exercises of the Institute.

Jersey county has now a permanent educational organization, and good accounts from her may confidently be looked for hereafter.

I can not leave this Institute without giving a passing notice of the admirable essay of Mr. Foot. He began by saying that, in boyhood, among the rugged hills of New England, he had traced a river from its mouth, where with resistless sweep it careered off into the ocean, defying the power of man, back to its birth-place among the hills, and found that there it could be turned one way or the other, and led off in various channels to subserve the purposes of man with infinite ease. The whole future of the river was dependent on the ‘bent’ given to it at the start. “I have seen this,” said he, “and thought that Nature was teaching mankind a lesson. The *child* can be moulded; but the man is the resistless, ungoverned torrent.” This was only the *beginning* of the essay, but I have not time to proceed further.

ALTON.—I have much to say of Alton which must remain unsaid for the

present. Owing to the fact that the public schools are struggling along under a fossilized old school charter, which forbids a high school, the best-directed efforts of wise men are thwarted. The city would be far better off under the Free-School Law than under her present charter. This charter creates two Boards: the one composed of the City Council, or selected from it, who possess the real power; the other appointed by the Council to examine teachers and schools, prescribe text-books, etc. Now this double-headed system never has and never can work without faction; and in a dispute, no matter which side is wrong, the schools suffer. Schools controlled by two Boards work about as harmoniously as a man would with a head on each shoulder.

The city employs four male and ten female teachers in her public schools; and, to induce permanence, it is a rule to increase the salaries of the teachers fifty dollars a year, until the male teachers' reach \$1,000, and the female \$600.

The school-houses are small and ill-adapted to the wants of a large and flourishing city like Alton, and, in fact, the whole system, owing to defects in their charter, is sadly out of joint; and yet no truer friends of education have I found than the men composing the Board of Education and the Board of Directors of this same city of Alton.

Their teachers appear to be well qualified, and will compare favorably with those in other parts of the State. Certainly much credit is due to them.

There is a movement on foot here to erect a large and creditable school-building; and when once the ball is started, the citizens will roll it on until their school-houses shall be second to none in the State. This, at least, is my opinion of their character.

Mr. M. G. Atwood, President of the Board of Education, does some very pleasant things, among which I will mention the gathering-together of the teachers around his own hearthstone and making them welcome. While I was there his spacious parlors were thrown open, his tables loaded down with strawberries, ice-creams, cherries, and all the luxuries which could add a charm or lighten the heart, and the Messrs. NEWMANS, MAXX and BRUNER, together with some half-score of lady teachers and the Agent, were invited to walk in and make merry. Old 'Care' was politely 'bowed out',

"And all went merry as a marriage bell."

Strange that teachers do not oftener ostracize the grim dignity of the ruler, and live over again their childhood. Strange that they do not cultivate a social life. But perhaps all are not within reach of an appreciating, intelligent and high-minded Mr Atwood, who can teach them how to be social quite as skillfully as they can teach 'the young idea how to shoot'.

GEO. T. BROWN, Esq., one of the leading men of Alton, is a warm friend of free schools.

NASHVILLE.—W. H. CROZIER, Principal of the Academy, has awakened a deep interest in the study of music by making it a regular exercise in his school. He is gifted with the power of illustrating what he teaches, and uses that power. The subject, not the text-book, is the thing he attempts to teach. This Academy, by the provisions of its charter, and by common consent, is made public enough to share in the public money. There is no public-school house here yet, and, of course, the best results of a free-school system are not realized.

Richview, Osmond, and Pana, are pushing on in the right path. Pana, in particular, by voting to erect a public-school edifice, has taken an important step. It is not to be wondered at that a thriving village like this, supporting, as it does, a sterling, out-spoken newspaper—the *Pana Herald*,—and surrounded by a beautiful country, dotted by the homes of intelligence and refinement, should rally around a system of free education.

ROSEMOND.—Here, too, the school-house has a habitation and a name, and is in every way a credit to the place. In it the child is taught things pertaining to both worlds. The church and the school-house are one and the

same edifice. A spirit of good, round, old-fashioned hospitality prevails here, and the friend of education finds every house a home with a warm welcome in it. Messrs. HAWLEY, SMITH, and Rev. Mr. MERRITT, are ready for every good work. O. O. ALEXANDER presides over the school.

In a flying visit to Centralia, I found a spirit of inquiry afloat, which bodes nothing but good to the cause we are all so much interested in.

TOULON.—The celebration here was an enthusiastic affair, and admirably managed. The Throne of Grace was addressed by Rev. S. G. WRIGHT, after which Hon. T. J. HENDERSON, President of the day, delivered a timely and able speech. He maintained the fitness of devoting this day (the Fourth, or the third for the fourth, of July) to the remembrance of our forefathers, and the institution which they established most likely to render lasting a free government. That institution was Free Schools—universal education. Let its banner be flung to the winds, and let us on this day recognize the right of every child to an education.

The State Agent, having been called out, asserted the existing want of better school-houses, better-educated men, more permanent and self-sacrificing teachers, and a healthier school-sentiment among the people.

Mr. BLODGETT, of Kewanee, addressed the children. Addresses were also made by Rev. S. H. WRIGHT, Mr. WHITTIER, and others; after which Master WALTER HALL presented a beautiful banner to the school having the greatest number present. Thus passed, at Toulon, another anniversary of Independence.

PULASKI COUNTY.—It is seldom that I fail to find some earnest, intelligent men wherever I go, who appreciate thorough disciplinary training; men who have had such training themselves, or, in some cases, feel the want of it. That such men are scattered all over the State is the earnest of final triumph. I am under personal obligations to E. B. WATKINS, Esq., of Caledonia, for valuable assistance. Although pressed by the duties of an active and laborious profession, he yet took time to deliver a telling address before the Teachers' Association. What he does he does well.

The citizens of Caledonia will find that they have made a positive gain in erecting a new school-house. Renting ill-adapted rooms is bad economy and worse policy. A school should have a home of its own. Mr. MORFORD is teaching here, and it is to be hoped they will elevate this to the dignity of a yearly school. A free school during the year would form an era in Pulaski county. I met, in the county, Messrs. J. F. MCCARTNEY, A. H. MORFORD, J. W. and D. D. McVEY, teachers.

NORMAL UNIVERSITY.—The First Annual Examination of this Institution gave very general satisfaction, and the President of the Board of Education, Hon. N. W. EDWARDS, announced officially for the Board, and for himself in particular, that the sanguine expectations of the friends of the Institution had been more than realized. It was a triumphant success. S. WRIGHT.

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## TEACHERS' ASSOCIATIONS.

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MOLINE, JULY 2d AND 3d.—The report of the meeting in the *Moline Independent* shows that there was an interesting meeting. A discussion arose on the subject of 'Memorizing and the sphere of text-books'—Mr. CARR in his essay condemning the extent to which the practice of memorizing is now carried; Mr. REYNOLDS in his reply contending that there should be *five times as much of it as*

is commonly required in school. Mr. REYNOLDS spoke on the subject of *Reading*. We are glad to see that this subject is attracting much attention in Teachers' Meetings: we think it more important than things that attract more attention. Mr. REYNOLDS specially criticised the *drawling* produced by our present methods of school instruction. He ascribed it solely to the teacher. We suspect that the readiest method of avoiding 'the drawl' and 'the Bible twang' and the 'reader's monotone' is the introduction of Phonetics. Pupils will drawl when they have to take time to recollect by sheer force of memory how certain combinations of letters are pronounced: to fill up the time they will drawl their words and put on 'a hook', a grunt or a-a-ugh!

A lively discussion occurred on the subject of *Moral and Religious Instruction in Schools*.

JERSEYVILLE, JUNE 24th, 25th, 26th.—The 'Jersey County Teachers' Institute' was organized, H. H. HOWARD (School Com'r.), President; Rev. C. S. FOOTE, Cor. Sec'y. Mr. WRIGHT was present and acted as conductor of the exercises. The exercises were of the usual character, and the report of them in the Jerseyville papers gives nothing upon which we would make any special remarks, as we have only the titles of essays, addresses, etc. The citizens seem to have felt much interest in the occasion, as they should do.

PULASKI COUNTY.—Mr. A. H. MORFORD writes us that the 'Pulaski County Educational Association' met at Shiloh, June 12th. Many teachers were present, and after the preliminary business was disposed of the question was discussed *Should the Bible be taught in schools?* and then this subject was considered: *How can a Good School be obtained?* Speakers and hearers became much interested. A plan was adopted for a school celebration of the Fourth of July.

Mr. WRIGHT was present at the evening session of the Association, and after essays by Messrs. MORFORD and McVEY, and an address by Mr. D. D. McVEY, Mr. WRIGHT 'made a talk'. The Association thanked him and invited him to come again, and adjourned till celebration-day. Mr. MORFORD speaks cheerfully of the prospects in Pulaski county and vicinity.

## MISSOURI STATE TEACHERS' ASSOCIATION.

We must apologize to our Missouri friends for omitting in our last issue a notice of their State Teachers' Association. We had copied the programme and written a notice and sent it to the printer, but in consequence of the interruption of our communication with him and the necessity of omitting some portion of the matter sent him, this was dropped out when we meant to give it preference.

We are happy to give a sketch of their meeting furnished by our State Agent:

JEFFERSON CITY, Mo., July 6, 7, 8, 1858.

The Missouri State Teachers' Association is now in session here. Few in number, but earnest, its members are discussing measures which will tell on the future of the State long years to come. Almost the only public-school teachers present are from St. Louis. The colleges and private schools have the largest representation.

Prof. SWALLOW, State Geologist and Chairman of the Committee on Agricultural Education, made an elaborate report, but, much to the regret of all pres-



ent, it was verbal only; it ought to have been spread and read all over the State. Eminently practical, it would have provoked investigation and started new ideas in thousands of minds. He discussed the soil — crops that exhaust and those which do not, as hemp and flax — why bottom lands produce good crops in wet and dry season — plowing — deep plowing, when necessary, etc., etc.

A resolution to memorialize the Legislature to establish agricultural departments in existing colleges and universities was adopted. Little was said in favor of *one* Agricultural College.

Hon. IRA DIVOLL, Superintendent of Schools in St. Louis, thought the State should first be asked to establish a Normal School, and that other endowments would then more readily be granted.

The Committee on Normal Instruction reported in favor of *a* Normal School for the State; which report was warmly and strongly opposed by Pres. S. S. LAWS, of Westminster College. He claimed that the fiat had already gone forth — the educational policy of Missouri had been marked out. Her colleges were the channel through which education should flow to the people. Unlike other States, Missouri only needs aid to establish Normal departments in her already-established colleges. Prof. SWALLOW sustained the same view, while Messrs. EDWARDS, PENNELL, Low, and others, urged the superiority of one Normal School, independent of any other institution. The discussion was protracted and earnest, and marked by general good feeling. On the final vote, the resolution favoring the establishment of one State Normal School was adopted by a vote of three to one. So the true policy has obtained a foothold in Missouri, and at no distant day she will send across the Great River greeting, with an institution like our own. Then will be inaugurated a new order of things, and the cause of popular education will be moved onward half a century. Resolutions favoring County Institutes and Associations were adopted, and the *Missouri Educator* was heartily indorsed.

Tuesday evening Mayor GARDENHIRE welcomed the members of the Association to Jefferson City in a handsome speech, which was replied to by the President, M. A. LEWIS. Mr. LEWIS then addressed the Association on *Primary Teaching*. Mr. EDWARDS addressed the Association on Wednesday evening, and on Thursday Dr. REED and Mr. HARRIS read papers on the *Phonetic System*, taking the view that it should be used in aid of our present orthography, not to supplant it. These papers will be published in the *Educator*. Mr. J. W. SUTHERLAND, Principal of the Female College at Jefferson City, addressed the Association in the evening.

It would be well for our teachers to extend their reading to the *Missouri Educator*, published at Jefferson City, by Mr. T. J. HENDERSON.

I can not close without alluding to the courtesy extended to us during our stay, and especially by the accomplished and wide-awake Superintendent of Public Schools in St. Louis. A pleasant memory of him and the Principal of St. Louis Normal School will linger about their obliged guest

"Till many a year is in its grave."

S. W.

AMUSEMENT.—Do you suppose that the grown-up child does not want amusement, when you see how greedy children are of it? Do not imagine we grow out of that; we disguise ourselves by various solemnities, but we have none of us lost the child-nature yet.

PIOUS UNHAPPINESS.—There is a secret belief among some men that God is displeased with a man's happiness; and in consequence they slink about creation, ashamed and afraid to enjoy any thing.

## NATURAL HISTORY SOCIETY.

THE Convention called to organize this Society met in the office of the Normal University, June 30th, at 10 o'clock A.M.

On motion of President HOVEY, Prof. TURNER, of Jacksonville, was chosen Chairman, who called for a general expression of the plan, objects, etc., of the Society. Messrs. HOVEY, FELL, ROE, and others, briefly stated that it was to concentrate and enlarge our researches in the study of the Natural History of the State; to establish a Museum at the Normal University, containing specimens from this and other States and countries, illustrating all the departments of Natural Science, viz: Geology, Mineralogy, Palæontology, Meteorology, Anatomy, Physiology, and Zoölogy.

A Committee of five — Messrs. WILBER, WILKINS, BRAGDON, REX, and BREND-  
DELL — was appointed to prepare a Constitution.

An interesting paper on *Forest Trees* was read by Dr. FREDERICK BREND-  
DELL, of Peoria; after which the Society took a recess.

TWO O'CLOCK P.M. — The Society met and adopted the following

## CONSTITUTION.

ARTICLE I. This Society shall be called the Natural History Society of Illinois.

ART. II. Its field of observation and research shall comprise Geology, Mineralogy, Meteorology, Botany, Anatomy, Physiology, and Zoölogy.

ART. III. The officers of this Society shall consist of a President, nine Vice-Presidents, Treasurer, Secretary, and a General Agent, to be elected annually.

ART. IV. It shall be the duty of the President to preside at all the regular meetings of the Society. In his absence, one of the Vice-Presidents shall preside.

ART. V. The Treasurer shall receive all moneys — such as fees for membership, donations, etc. — and shall receive and take charge of all collections of Specimens belonging to the Society.

ART. VI. The Secretary shall keep a record of all proceedings of the Society; shall file all papers read before the Society; shall act as a librarian, and conduct the correspondence.

ART. VII. The General Agent shall visit different portions of this and other States, make collections of specimens, attend to exchanges with various societies, establish a system of coöperation, and labor to incite a general interest in the study of Natural History. He shall also receive such funds as the friends of the Society may contribute to promote its interests.

ART. VIII. All specimens shall be labeled, registered, and deposited in the Museum of the State Normal University.

ART. IX. Any resident of the State may become a member of the Society on the payment of one dollar, if elected by a majority of the members present at any regular meeting: *Provided*, his name shall have been presented by a member of the Society.

ART. X. Honorary members may be chosen by majority vote of the members present at any meeting of the Society.

ART. XI. All regular meetings of this Society shall be held in the city of Bloomington, on the day preceding the Annual Examination at the Normal University.

ART. XII. This Constitution may be amended or changed by a two-thirds vote of the members present at any Annual Meeting of the Society.

The Constitution was unanimously adopted, after amending Art. IX as follows:

*Provided*, So much of this article as requires a vote for membership be inoperative for one year; after which to be in full force and effect.

Messrs. WRIGHT and BRAGDON were appointed a Committee to report names of officers, who were chosen as follows:

*President* — JONATHAN B. TURNER, of Jacksonville. *Vice-Presidents* — J. A. KENNICOTT, Cook county; A. R. WHITNEY, Lee; S. S. CONDON, Union; F. BREND-  
DELL, Peoria; J. H. MCCHESENEY, Sangamon; L. M. CUTCHEON, Cham-  
paign; C. C. THOMAS, Jackson; Dr. BIRD, Kendall; Dr. SAMUEL ADAMS, Mor-  
gan. *Treasurer* — Dr. E. R. ROE. *Secretary* — C. E. HOVEY. *General Agent* —  
C. D. WILBER.

The Society took a recess until evening, when letters were read from Dr. KENNICOTT and others.

The President, Secretary and Treasurer were appointed an Executive Committee.

The thanks of the Society were voted to Messrs. KENNICOTT, THOMAS, VASEY, and BARTLEY, for their valuable contributions.

Mr. TURNER read a paper on *The Microscopic Insects Destructive to the Grains*. Another session was held next morning, when Prof. WILBER read a paper on *Corals and the Coralline formations of Iowa*. The Society then adjourned.

[We have condensed the report in the *Bloomington Pantagraph*, where extracts are given from Mr. TURNER's paper, and an outline of Prof. WILBER's, for neither of which have we space.]

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## EDITOR'S TABLE.

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EDITOR ABSENT.—Mr. BATEMAN has gone to the East, for relaxation from labor and the enjoyment of the journey and a visit, leaving his editorial duties for the current month to a *locum tenens*. We doubt not his absence would be manifest upon a perusal of the matters 'on the Table', but we prefer to own up frankly. Mr. BATEMAN is to deliver an address before the Wisconsin State Teachers' Association, at Portage City, on the 4th of August.

NORMAL UNIVERSITY.—This institution closed on the 2d of July. We are disappointed of a promised sketch of the closing examination and exercises.

PERSONAL ITEMS.—We learn that Miss MARY A. CRAGIN, of Woburn (Mass.), has just been appointed assistant in the St. Louis Normal School, at a salary of \$900 a year.

Mr. J. L. D. OTIS, Principal of a Normal School in New Hampshire, at Marlow, has become a spiritualistic lecturer, speaking in the state of trance. He was not a believer in Spiritualism when this strange power seized upon him.

Mr. GEO. B. STONE, lately Editor of the *Indiana School Journal* and Superintendent of Indianapolis City Schools, has resigned those offices and gone to Minneapolis, to become Superintendent there. The teachers of Indianapolis held a meeting to express their esteem for him and their regret at the loss of him. We do not think the *Indianapolis Journal* compliments him very much when it says, "We could very much better afford to lose all four of the Judges who assassinated the schools than the one faithful Superintendent who made them the pride of the city and the State." We think this is a case of 'more requiring less': the more such judges, the less sorrow at losing them.

Prof. AGASSIZ has refused the offers made him by the Emperor of the French, which, it was feared, would induce him to leave this country and return to Europe.

LORD MACAULAY announces his intention of retiring from political life and giving himself exclusively to literary labors.

ARY SCHEFFER, "one of the most distinguished painters of the modern romantic school of art," says the *Home Journal*, died recently. He was born at the Hague, in 1795, and distinguished himself as a painter at the early age of twelve years. Probably his picture best known in this country is the 'Christus Consolator'.

PHONETICS IN SYRACUSE, N. Y.—The experiment of Phonetic Teaching in Syracuse has resulted so favorably that it is now introduced in all the primary departments. The Superintendent reports that the distinctness of utterance of those trained by this system is not attained by any other system. "Some of the classes experimented upon were composed of every variety of parentage—American, English, Irish, and German: yet, when trained for only a few months upon this system, they were found to have so completely lost all their peculiarities of pronunciation that the most critical ear would find it difficult to detect their nationality." (*N. Y. Teacher*, June.) We commend this 'phonetic nut' to the attention of lovers of good English; those who prefer the study of Latin and Greek etymologies to clear speech will of course pass it by.

THE FREE SCHOOLS IN EGYPT.—The following is from the *Carbondale* (Jackson county) *Transcript*, of June 3d, 1858. Do tell your readers that this Jackson county is in lower Egypt. R.

TO THE PUBLIC.—It is currently reported by some persons who are opposed to my election to the Legislature that I am not in favor of the Free-School System of the State. This is a mistake. I think we have as good a common-school law as any State in the Union. I am not entirely satisfied with some features of our present law; yet I would vote against changing it, for fear of making it worse instead of better. I am decidedly and emphatically in favor of the principle of Free Schools, always, and every where; for surely it is better to pay the school-tax now than to have our children running the streets, and be compelled to pay, perhaps, ten times as much to support them in jails and prisons when they shall grow up to manhood. HORACE L. BOWYER.

CHICAGO HIGH SCHOOL.—We had the pleasure of visiting this institution last June for a few hours. Perhaps that is a stereotyped phrase to begin with, but it *was* a pleasure, and we feel our face changing from the gravity of a business aspect to the smile of a pleasant memory as we call up again our visit to Mr. DUPEE and his associates. A feeling of discouragement crosses us occasionally as we compare the perfection of the arrangements, the conveniences and beauty of the building, and the excellence of the teaching we there saw, with what we have seen in the darkened corners of Illinois, and think how much remains to be done; but we oftener rejoice in it as a great victory, the erection of a lofty standard, the lighting-up of a beacon of hope. And whatever else we saw in Chicago that we did not like and that justly provokes severity of criticism, we rejoiced to find that the citizens are proud of their High School, and of the influence it has over the whole system of education in that city. Let all teachers who visit Chicago try to visit the schools, and remember the High School.

'BARBARITY' IN CHICAGO.—The *Conn. Common School Journal* calls it a barbarity that the average number of scholars to a teacher in Chicago is seventy-eight, while in Cincinnati and Cleveland the average is fifty-one. Per-

haps Bro. NORTEND would have been still more severe had he been in Chicago last June when the *Chicago Tribune* was calling for diminution of teachers' salaries twenty per cent., and visited (as we did) a school where over two hundred pupils were crowded in a single room, under the superintendence of one man. We wished the sapient editor condemned to take charge of the room for one week; he would have returned to his desk 'a sadder and a wiser man'.

**SCHOOL-HOUSE PLANS.**—The *New-York Teacher* has been publishing for several months views and plans of school-houses. About the first of next month the whole series will be issued in a pamphlet of 64 pages, containing twelve designs, with complete specifications, bills of materials, etc. It will be a very cheap and excellent compend, costing but twenty-five cents. Send to JAMES CRUIKSHANK, Albany.

**FOR OR AGAINST.**—We fear that the friends of free schools in this State are resting secure when they should be working. We know that there are not a few persons, some of them intelligent men, who are either opposed to the free-school system or doubtful of its expediency and economy: and we fear the time may come when there will be a hard struggle to save our free education for all children. We second the motion of the *Montgomery County Herald*, from which we cut the following:

**AGITATE.**—Why do not our citizens agitate the question of free schools more than they do? In our humble opinion, a newspaper discussion of such matters would be of benefit. It could do no harm, and would certainly be the most effectual means of acquainting each with the views of the other on this matter. A good cause can not suffer by agitation. Does any one feel interested in these matters? Will not some one write an article *against* free schools, that we may see whether any one is *for* the system? Wake up, or, the first thing we are aware of, we shall be opposed to schools altogether.

**SEVENTY WORDS.**—We find in the *Ohio Journal of Education* a list of seventy words in the English language spelled precisely as they are pronounced. The *Journal* asks if any body can add to them. We object to twenty-three of these, which have *h*, *y*, *g* and *w* in them, as the names of those letters do not contain or suggest their power: also to one with *ll*; but we can afford to be generous to the current heterotypy. There are but sixty-nine, after all, as the *Journal's* list repeated *hold*.

A. I, O, be, he, me, ye, we, pi, go, lo, no, so, wo, blind, find, grind, hind, kind, mind, pint, rind, wind, mild, wild, old, bold, bolt, dolt, fold, ford, fort, gold, hold, host, jolt, mold, most, port, post, sold, sport, sworn, torn, told, toll, worn, ago, sago, bravo, patrol, behold, resold, refold, report, hero, zero, veto, negro, zebra, remind, resworn, hindmost, dodo, bubo, panado, virago, potato, tomato.

**SCHOOL BANQUETS.**—Several schools have signalized their closing for the season with a festival; and some have held a celebration of the Fourth of July. In the Peoria High School a festival was gotten up by the pupils in honor of the graduating class. The following is one of the toasts:

**THE FIRST GRADUATING CLASS OF PEORIA HIGH SCHOOL:** They have run the race, they have finished their course, and now go forth to the greater school of life. May they, upon that *other* and grander graduating day, pass with peace and honor into that sphere where an infinite reward awaits the virtues of learning, doing, suffering, achieving.

The sentiment was responded to by Mr. COXATTY, the Principal of the

school, who feels a worthy pride in the success of the institution, and whose graduating pupils are so many jewels in his crown of honor as a teacher.

At Lacon the High School closed with an Exhibition, and an Address by Mr. H. A. FORD on *Living for a Purpose*, the newspaper sketch of which warrants the commendations bestowed upon it. The theme was very appropriate, and appropriately presented. The evening festival was doubly a feast of good things; and that the pupils and teachers had earned their share of the enjoyment we know from the closing sentence of the Report of S. M. ETTER, Superintendent, to the Board of Education: "The scholars have generally worked faithfully and done well: as teachers we have tried to do our duty."

**AUGUST MEETINGS.**—The State Teachers' Associations of Wisconsin, Michigan and New York are held in August; the American Institute of Instruction holds its twenty-eighth annual meeting at Norwich, Conn., beginning on the 17th; and the National Teachers' Association meets in Cincinnati on the 11th.

**'FOGIES.'**—We have some where lately seen a line quoted from a poem of about eighty years ago containing our modern word 'fogy'. Can any one send it to us? A writer in the *R. I. Schoolmaster* supposes the word to be derived from *fog*, *fogge*, *fogage*, the aftermath, or grass left upon the ground through the winter, which is old, unsavory, unseasonable. The derivation of the word is a greater curiosity to us than the derivation of the animal himself, though that is worthy the study of a philosopher and a philanthropist.

**CONNECTICUT.**—The State Teachers' Association met at Stamford June 2, 3 and 4. We see little in the sketch of the proceedings of more than local interest. CHARLES NORTHEED was continued in the post of Editor of the *School Journal*, with associates, one for each month, each one of whom must furnish from eight to sixteen pages for his number; and special contributors are also chosen by the Association. (We tried that experiment in Illinois one year and gave it up.) A Committee is appointed to report next year on 'Moral Training'.

**EUREKA COLLEGE.**—This Institution is situated in Eureka, Woodford county, about twenty miles east of Peoria, on the Peoria and Oquawka Railroad. A beautiful edifice of four stories, including the basement, has been erected recently at a cost of about \$20,000. It is in the midst of a large grove, and is in reality

"Art's trophied dwelling,  
Learning's green retreat."

We know of no location in the West combining to so great an extent health, beauty, and retirement. The citizens of the place have pledged their entire means to prevent the sale of intoxicating liquors. C. L. LOOS, A.M., is President, assisted by an able corps of teachers. C. D. W.

**'SOLITARY AND ALONE.'**—A friend in one of the *lower counties* writes: "I am the only one in this county that takes the *Teacher*. I have been fighting for it for two years, but I still stand alone. I am resolved, however, not to give it up." The contemplation of such devotion and courage, in the face of such desperate opposition, moves us greatly.

'Nil desperandum', brother! It took MANOMET nine years to make one proselyte. Sooner or later, 'fortune will favor the brave'.

**LOTTERIES.**—We confess ourselves surprised to see that some of our exchanges (newspapers) insert lottery advertisements and special notices of old-fashioned lotteries: papers, too, that have an educational column, and profess special devotion to the moral advancement of the community. There are papers that will advertise and recommend any thing for money.

**ELOQUENT PERORATION.**—The very handsome new Public-School Edifice in Griggsville was formally dedicated on the 23d of April. Prof. J. B. TURNER closed the address delivered by him on the occasion in the following impressive language. Read it:

We dedicate it to freedom; to humanity; to the advancing civilization of the ages; to an ever-onward, ever-upward, and ever-glorious career of conjoined knowledge and industry, science and art, justice and humanity. In a word, we dedicate it to the human race, to CHRIST, and to God—to the truth they enjoin, the beneficence they inspire, and the glory they impart; and should any ever in future attempt to divert or hinder it from these great ends—this glorious career, we this day pray that their hands and their tongues may become palsied and powerless; that its beams and rafters may cry out against them, and its very bricks and stones confront and repel them; and that, ever guarding its own vestal fire within, it may throw far abroad the radiance of its own light—resplendent and beneficent to all on earth—accepted and blest by all in Heaven; and that from age to age the zephyrs may still waft the sweet music of its light and its love over the green grass where its founders rest, as successive generations of youthful voices arise to call them the blessed of the Lord.

**EDITOR ILLINOIS TEACHER:** The publication in the *Illinois Teacher* of the following extract from the Premium List of the Illinois Agricultural Society for 1858 is respectfully solicited:

#### ESSAYS, ETC.

Best Essay on the various breeds of Sheep, and their adaptation to the Prairies.....	\$10
Second best.....	Medal.
Best Essay on raising swine.....	\$10
Second best.....	Medal.
Best Essay on rearing and breeding Horses.....	\$10
Second best.....	Medal.
Best Essay on the management of Poultry.....	\$10
Second best.....	Medal.
Best Essay on the cultivation of Sugar-Cane, the expression of its juice and its manufacture into molasses and sugar.....	\$10
Best Work on Practical Farming in Illinois.....	10
Second best.....	Medal.
Best Work on Practical Gardening in Illinois.....	\$10
Second best.....	Medal.
Best Essay on the best mode of planting Orchards, proper aspect of the Ground, after-culture and pruning.....	\$10
Second best.....	Medal.
Best Essay on Agriculture as connected with our Schools, Colleges, and Public Institutions.....	\$10
Second best.....	Medal.
Best Essay on best available Manure at moderate cost.....	\$10

The Essays and Treatises not to exceed in quantity ten pages each, like the last volume 'Transactions of Illinois State Agricultural Society'.

All entries in this list of Essays must be made with the Corresponding Secretary previous to the 1st day of December.

*Awarding Committee*—The Executive Board.

The Essays are desired for publication in the Third Volume of the Transactions of the Illinois State Agricultural Society. Essays on other subjects of interest, coming within the general objects of the Society, will be most gladly received for the same purpose.

I am well aware, in asking for the publication of this communication, that the path marked out for the *Illinois Teacher* is not that of Agriculture; but I am equally aware that Agriculture can attain the high position we seek for it only in close connection with literature, and especially with the success of that system of Common-School Education which the *Teacher* is aiming to establish and render effective for good in every 'nook and corner' of Illinois.

Respectfully your obedient servant,

S. FRANCIS,  
Cor. Sec. Illinois State Agricultural Society.

## BOOKS AND PERIODICALS.

THE ATLANTIC MONTHLY.—All who want a literary magazine of the first rank for ability will like this popular monthly. Like a bounteous table, it affords something for every taste, though not every thing to suit some tastes. We are sorry to hear of the death of one of its gifted contributors, CALVIN W. PHILLIPS, who had begun a story in it. The great New-England poets, LONGFELLOW, WHITTIER, HOLMES, and LOWELL, frequently adorn its pages; but if you prefer philosophy, read the articles on 'Leibnitz' and 'What are we going to make?' in the June number; or for wit and pithy meaning read the '*Autocrat*' all the time. (Phillips, Sampson & Co., Boston: \$3.00 a year.)

THE NORMAL.—This a monthly periodical 'devoted to the methods of teaching the several branches as practiced at the Southwestern Normal School (Lebanon, Ohio), including the outlines, technicalities, explanations, demonstrations, definitions and methods introductory and peculiar to each branch.' The first number treats of the general classification of knowledge and schemes of mental training; the second of Orthoëpy and Orthography; the third of Grammar; the fourth (May, 1858) of Geography. While we are no believers in one teacher's relying upon another's methods, we think the *Normal* will be highly useful by its great variety of suggestions and illustrations. (\$1.50 a year: Alfred Holbrook, Lebanon, O.)

THE JUVENILES — *Sargent's Month'y, Student and Schoolmate, Museum and Cabinet*, and the *Little Pilgrim* — visit us regularly, and we do not expect soon to be too far removed from boyhood to enjoy them and to wish them in every school and family. Hoping that some one who reads this will want to send for them, we name their publishers and their price, and refer to the March number of the *Teacher* for our description of them. Or, for personal acquaintance, send nine cents in stamps to any of the publishers, and they will send you a specimen.

*Sargent's Monthly*, \$1.00 a year, Epes Sargent, Boston.

*Student and Schoolmate* \$1.00, Calkins & Stiles, New York.

*Museum and Cabinet*, \$1.00, J. N. Stearns & Co., New York.

*Little Pilgrim*, 50 cts., Leander K. Lippincott, Philadelphia.

WEBSTER'S COUNTING-HOUSE AND FAMILY DICTIONARY, abridged from NOAH WEBSTER'S American Dictionary, by WM. G. WEBSTER assisted by Prof. C. A. GOODRICH. 8vo. pp. xxxii and 490. Mason Brothers, New York, and G. & C. Merriam, Springfield.

The abridgment has thrown out more than one-half the titles in the large work, and very much shortened the definitions; but some words are inserted which are not in the large work, and some definitions are added. A marked feature is the suggestion of synonyms in about 600 articles, embracing a comparison of 1,700 words. The pronunciation and orthography have been revised. An Appendix contains Tables of Classical, Scripture and Modern Geographical Names, Foreign Words and Phrases, Abbreviations, Money, Weights and Measures, and several other useful tables.

Some times the best recommendation of a book is the opinion of those most likely to use it. A gentleman took this Family Dictionary home to his wife and asked her opinion of it. She turned its leaves a little while and said, "This is a nice book. It looks well, and is well printed. It is a good book for schools. The definitions are fuller and better than usual in dictionaries of this size. It is quite a readable book. If I had this I should look into it oftener than I look at the Unabridged."



# ILLINOIS TEACHER.

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## THE PROBLEM OF EDUCATION.

—  
BY DR. L. D. GLAZEBROOK.  
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It is cheering to the philanthropist to mark the active spirit with which the subject of popular education is now taken up, and the evident desire that exists among large classes of people to impart the blessings of education to the greatest possible number of living beings. Yet, while we can not but feel highly gratified at the unanimity which prevails as to the necessity of educating the people, and at the general recognition of the fact that the greater number of criminals are to be found among those classes which are worst educated, our feelings of gratification are somewhat alloyed on finding such great diversity of opinion in existence, not only as to the manner in which education should be conducted, but as to the matter in which education consists. Few persons seem to have seriously asked themselves the question, What is education? It may be, therefore, of some assistance to those of our readers who have not yet bestowed attention on this subject as a universal question, to state the problem which we have to solve as briefly and explicitly as may be, as the first step toward its solution. We must know with what we have to contend, or we shall be fighting 'as one that beateth the air'.

*Education may, in a few words, be defined as a consistent and well-considered plan for calling into action, training and regulating ALL the voluntary functions of a human being.* But these few words may require rather a copious commentary to render them intelligible—a commentary which must necessarily be somewhat discursive, for we are not writing for a professed ed-

educationalist who has already mastered his subject, but for that much more numerous class of persons that scarcely know what that subject is which they have to master.

The functions of living animals are of two kinds, voluntary and involuntary. As our only means of training is to supply motives which shall act on the will to perform certain actions, or acquire certain habits, the whole of those functions which are not under the domination of the will are necessarily excluded from the consideration of the educationalist; they must be left to the physician, whose business it is, by the application of stimuli which do not act through the will, to produce the desired effects on the involuntary functions.

The voluntary functions may be first classed under two great heads—the Physical and the Mental. The physical functions which have to be trained are, the power of locomotion in its widest sense, implying the right use of our limbs, and those external organs which we are able to direct by the actions of the will, as also the proper use and training of our external senses. Hence arise two divisions of education, namely: the Locomotive and the Sensual. To this may be added a third and very important branch, namely, the Sanitary, which should comprehend the knowledge of what is hurtful and beneficial to health, and a system of training to avoid the former and appropriate the latter. Here we approach the extreme limits of education, properly so called, and trench upon the province of the physician. But we speak of it here chiefly as a matter of training, without an exposition of the causes why these habits should be cultivated beyond the vague and general one, ‘It is good for your health’. When we proceed beyond this we touch on one of the higher branches of intellectual education. We do not mean that when the faculties are capable of appreciating causes the reasons for this physical training should not be given, but that the physical training should be attended to from the earliest years, long before the child can comprehend any argument higher than the simple one, ‘I know what is good for your health, and you must do what I tell you’. The physical part of education is the ground-work of the other. By it alone we can hope to have that ‘sound mind in a sound body’ which is to form the subject of our future labors.

Our mental functions fall into two great classes, the intellectual and the moral. The functions are so separate, so unconnected with each other, that either set may be separately trained, and in point of fact, each set is so frequently trained apart that it is no uncommon phenomenon to see the highest intellectual capabilities and attainments coupled with very low moral feelings and dirty actions, while the greatest moral worth is often accompanied by very mediocre intellectual acquirements. We will consider each separately, not because one only should be cultivated to the exclusion of the other, any more than edu-

cation itself should be exclusively mental, but because in the complex subject of education classification is necessary.

The intellectual functions are of two distinct kinds, Perceptive and Reflective. By the former we note things and events, bodies, their qualities and powers, structure, weight, size, color, and number; in one word, we take cognizance of all external objects. These faculties are most active in children, who are thus led to observe what is around them, to ask a multitude of questions, and to take a delight in simple information, *without any mental comparison of different phenomena, or inquiry into causation*, acts due to the reflective faculties alone. As these perceptive faculties, therefore, are so well developed in children, it should be one of the first objects of mental education to train and regulate them. The world is full of objects which will form lessons to children, and an accurate knowledge of the parts of those objects which daily fall under their observation will be of the highest importance in the training of their reflective faculties. The study of language, properly conducted, is an exercise of the reflective faculties especially, and it is for this reason that it is generally distasteful to young children, when presented in the form of grammar. The mere acquisition of words and the modes of speech without an exercise of the reflective faculties, on the contrary, presents little or no difficulty and when language can be so presented, we continually find even very young children making great progress in it. Hence, while a living language may be taught to children by constantly presenting it to them in conversation, it is a mark of ignorance in a preceptor to attempt teaching a young child a dead language, which can only be taught by books; or even the grammar of his own language, which is a direct and continual appeal to his reflective faculties. We speak of children in the mass, not of those exceptional cases in whom the reflective powers are early developed, and who are, therefore, better prepared for such studies. Still, even for such children, it would be much wiser to exercise their precocious reflective faculties upon the varied and interesting matters of natural philosophy or physics, which at the same time appeal to their perceptive faculties, and in which the object and result are easily appreciable, than to choose such an abstract subject as the relations of language; and more especially of a dead language, expounded, as it so frequently is, with that peculiar infelicity of expression which characterizes most grammars and school-books of this description. By thus exclusively addressing a class of faculties which are not sufficiently ripe, we miss one of the great aims of education, the *calling into action* all the faculties of the child.

*Reading* is an exercise of the perceptive organs, but it is very far from being one of the simplest, and is therefore by no means the first thing that children should be taught; they must learn words and their meanings, by lessons on objects, before

they are taught the representatives of words. It may be very easy to teach a child to read such simple sentences as "It is by God we are fed; let us go the way to God; the way of sin is a bad way; we are to be led up to God; God is not far off." But any one who reads these phrases with an eye to their meaning, rather than to the simplicity of their sounds, will see how very much a child must have been taught before he could comprehend them aright, and what false notions he might acquire of God by taking literally what is only meant to be highly metaphorical; and false notions upon any subject are worse than none at all. The child must be taught ideas before the words that represent them; he must feel the want of a word and have it supplied, and knowing the idea and the word, it will be easy enough for him to learn to read the word. First exercises in reading should therefore be confined as much as possible to the range of subjects which a child has been previously taught; and this implies that a child should be taught something before his alphabet. In some places this point is much attended to in infant schools, although the alphabet is still introduced somewhat too early.

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### L I T T L E   E D N A .

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EDNA had a happy heart,  
 Always careless, always free;  
 CUPID missed her with his dart,  
 As he hid behind the tree;  
 And she, laughing at his art,  
 Clapped her little hands with glee.

EDNA then was very young,  
 Always laughing, always gay;  
 Joyous were the songs she sung,  
 As she plucked the flowers of May;  
 Nor could ardent lover's tongue  
 Steal her little heart away.

EDNA she is older now,  
 Always thoughtful, always sad —  
 Shades of sorrow on her brow,  
 That her girlhood never had.  
 Could a lover tell you how  
 Love drove little EDNA mad?

EDNA laugheth now no more,  
 Always quiet, always wild;  
 All forgot her songs of yore,  
 That her rosy hours beguiled —  
 Is that ALLAN at the door?  
 Surely little EDNA smiled.

## THE OLD SEXTON.

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BY W. ALLINGHAM.

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'T was nigh the hour of evening prayer,  
The sexton climbed the turret-stair,  
Wearily, being very old.  
The wind of Spring blew fresh and cold,  
Wakening there æolian thrills,  
And carrying fragrance from the hills.

From a carven cleft he leaned,  
Eying the landscape newly greened;  
The large sun, slowly moving down,  
Flushed the chimneys of the town—  
The same where he was first alive  
Eighty years ago and five.

Babe he sees himself, and boy;  
Youth, astir with hope and joy;  
Wife and wedded love he sees;  
Children's children round his knees;  
Friends departing one by one;  
The graveyard and the setting sun.

He seats him in a stony niche;  
The bell-rope sways within his reach;  
High in the rafters of the roof  
The metal warder hangs aloof:  
All the townsfolk wait to hear  
That voice they know this many a year.

It is past the ringing hour,  
There is silence in the tower,  
Save that on a pinnacle  
A robin sits, and sings full well.  
Hush! at length for prayer they toll:  
God receive the parting soul!

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A CHAPTER ON SPELLING.

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THERE is perhaps no one thing in the range of school instruction in which so much complaint is made as to the results attained, and the tediousness of the needful work. The continual uncertainty to the beginner, and in fact to every one as he

comes to new words, as to sounds represented by given letters, renders it no easy task to learn to spell with accuracy. Spelling must be to a very great extent the result of memory—indirectly, it is wholly so. Much is said of a change of characters, so that each sound shall have its own sign, never to be appropriated to any other sound. There would be a beauty and symmetry in such an arrangement of written language, an ease and certainty in the use of its characters, which would be at once gratifying and satisfactory. But whatever may be the ultimate success of a Phonetic system in our language, children must for a long time be taught to spell these words we now have with the present characters.

Those who will may make spelling exercises a means of conveying much information beyond the arrangement of the letters in the words. Let us take the child as he enters school for the first time. He ought not to go till he can read a little; but many can not learn at home—many are not taught at home who might be, and we must too often *begin* with them. The child should have a slate and pencil. The drawing-slates with various figures upon the frame just meet this need; but in their absence the ordinary slate will suffice. Let the child practice the drawing of the straight lines upon the slate-frame, or set by his teacher, and so too of the other characters and of simple pictures, including various geometrical figures. But this is not spelling! True; but it is more like it than sitting by the hour *studying*, with the book wrong-side-up may be, as I have too often seen in case of children who had no conception at all of the use of letters, and who were kept in that *studious* (!) posture by a reverence for the hazel rod or oaken ferule in the hands of the 'school-ma'am' or the 'master'. Let the teacher put upon the board a word representing some thing with which the children are perfectly familiar—as 'dog', 'cat', 'pig'. The children may copy it upon their slates. This may be extended to short sentences soon—as 'The dog bit the pig'. The teaching of *letters* need not be pressed. The child can get many of these little words before analyzing them into those elements that he may again use in forming other words. No matter if a child has no *book* for weeks or months. By care the use of a book may come to be to the child a reward for his diligence, instead of the symbol of tasks and unwelcome drudgery. And I may say the slate needs to be used with discretion, and not from opening to close of school in the hands of the child. Frequent change is what very young pupils need.

The mode of beginning instruction spoken of is known as the 'word method', and great assistance in carrying it out may be derived from the use of a set of charts prepared for the purpose by EPES SARGENT, the author of *Sargent's Readers*. A set of charts is also published with *McGuffey's Readers*, which may be used in a similar way.

A child is soon led on to combining letters for himself. Writing should be a constant accompaniment of the old-fashioned oral exercises. The arrangement of *Sargent's Speller* I like much. A lesson is given in columns in the old way, and the succeeding lesson is the words of the same lesson arranged in sentences for the pupil to copy. I have seen notices of *Worcester's Spelling-Book*, said to alternate oral and writing lessons in the same way, but have not seen the book. But, whatever spelling-book might be in use, much is to be done besides follow it. It is to be used only as a *help* in this work. In fact, I have some times discontinued its use for months together, but not discontinued *spelling*. We learn much of our spelling from our reading, and pupils may be directed to learn a portion of a reading-lesson for spelling. They may be required to copy a few lines. Many errors will for a time be found in this seemingly easy exercise. Or it may be given out, a few words at a time, by the teacher, and written by the pupils; or a certain portion may be given, and words given at choice from any part of it. An exercise in my school, which excites much interest, has been to give a page from the Reader, and from that select some thirty-six words, which the scholars write on their being pronounced by the teacher. We have used small pass-books, having eighteen lines on a page, a perpendicular line giving us two columns on a page. These books are collected, corrected, and from the record thus made the pupils have periodically chosen seats. This is perhaps too laborious to the teacher for a *daily* exercise in a large school. Another plan is to have the pupils bring to their reading-class a list of all words of similar derivation with those in assigned lines in the reading-lesson. Another, and one of no small value in leading the pupils to think and observe, is to take lists of certain objects. The class may be told, To-morrow you may spell the names of the animals found here; or names of birds, or of trees, or minerals, or any of the endless series that is ready for the ingenious teacher; or it may be an 'off-hand' lesson. Let the pupils spell—one pronounce, next give one letter, next one the next letter, each doing but a single thing, till the word is fully spelled—syllables, each pronounced in its proper place. Then the next pupil gives another word, and the process is repeated. Dr. ALCOTT, in his *Slate and Blackboard Exercises*, allows more weight to the objection that words other than names of *objects*, which are nouns, and names of *actions*, which are verbs, can not readily be thus taught, than I am ready to grant. I can obtain very long lists of adjectives in my school by placing the word *tree*, for example, on the board, and letting the pupils give, in a mode like that used for names of objects, such words as will describe it—as 'large', 'tall', 'green', and so on. Once in this way we had *fifty-two* adjectives to describe the word *marble*, and stopped, not because the list was exhausted, but for

want of time. In oral spelling a great deal should be done in spelling by *sounds*. Exercises thus conducted are of great interest to the pupils. A mode of teaching spelling mentioned by Dr. ALCOTT is, to give a sentence with a single word omitted, leaving the pupil to put in the one necessary to make sense.

There seems to be a grand opportunity to awaken thought by a judicious use of some of these methods. Let each who makes an error of 'omission or commission' take his seat. No trying twice; no prompting by the teacher; let each say at once what he means, and the children can be brought, as in my experience, to such an eagerness for spelling that some of its modes never can be kept up too long. When such eagerness comes up, the adage 'It is healthy to leave the table a little hungry' should be remembered. Wide observation, proper use of words, *defining*, and, if I err not, *common sense*, will be promoted by modes named above, and others which will suggest themselves to the active teacher.

A.

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"SPEED IN COMPOSITION is a questionable advantage. Poetic history records two names which may represent the rapid and the thoughtful pen—LOPEZ DE VEGA and MILTON. We see one pouring out verses more rapidly than a secretary could write them; the other building up, in the dark, a few majestic lines. One leaving his treasure to be easily compressed into a single volume—the other to be spread abundantly over forty-six quartos. One gaining fifteen pounds—the other a hundred thousand ducats. One sitting at the door of his house, when the sun shone, in a coarse coat of gray cloth, and visited only by a few learned men from foreign countries—the other followed by crowds wherever he appeared, while even the children shouted after him with delight. It is only since the earth has fallen on them both that the fame and honor of the Spaniard and the Englishman have been changed. He who nearly finished a comedy before breakfast now lies motionless in his small niche of monumental biography; and he who, long choosing, began late, is walking up and down in his singing robes, and with laurels round his head, in the cities of many lands—having his home and his welcome in every devout heart and upon every learned tongue of the Christian world."

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PRIDE OF ANCESTRY.—There was much sound truth in the speech of a country lad to an idler, who boasted his descent from an ancient family. "So much the worse for you," said the peasant; "as we plowmen say—the older the seed, the worse the crop."



## NATIONAL TEACHERS' ASSOCIATION.

CINCINNATI, August 12, 1858.

THE first anniversary of the birth of this somewhat pretentious youngster is drawing to a close, and perhaps I ought to say, in passing, for the information of the public, that it has spent its babyhood in growing, and now exhibits, at the end of a twelve-month, occasional scintillations of intelligence. In fact, it is essaying to talk; and though some of its utterances are idle, others seem to have an aim. With judicious nursing the bantling may yet be 'raised' and 'heard from'. Under this impression the writer hereof ventures to record its doings and sayings for the *Teacher*.

Messrs. RICKOFF and SMYTH extended a welcome in behalf of Cincinnati and Ohio; whereupon Mr. President RICHARDS acknowledged the courtesy, and then proceeded to pronounce his inaugural. In it the design of the Association was said to be to give a single aim to all true instructors. It should take the place of a National Bureau of Education, and should establish a *National Journal of Education*. That the Association can take the place of Government in centring and energizing the efforts of educators is to me questionable; that it should not, is clear. The great fact which more than any other ought to be held before the people, taught to infancy, made attractive to old age, spread and blazoned every where, is, that Government should educate the children of the governed. Every child in this broad land has a right to knowledge, and the wealth of the country has no 'inalienable right' to exemption from tribute for this purpose. If the Association shall direct its efforts to the establishment of a National Bureau of Education, instead of rendering its necessity less apparent by suggesting other means to take its place, good may come. Secondly, there is now a *National Journal of Education* in the broadest and best sense of the term, of lofty aim, brilliant, vigorous and scholarly, published at Hartford, Conn. Should the Association enlarge the number of readers of this publication, though but a few thousands, it will have justified its organization.

Prof. READ, of the University of Wisconsin, gave a *résumé* of education for the last ten decades. The following catalogue of eminent teachers this side the Alleghany range I give in his own language.

I need not go beyond my own personal recollections, and, with some of them, intimate personal and official relations, in naming such men as Dr. WILSON, of the Ohio University, who declined the Presidency of South Carolina Col-

lege to plant himself at Chillicothe, then an insignificant point in a wilderness country; as Dr. WYLIE, of Washington, Pennsylvania, afterward of Indiana, whose whole life was that of a teacher, and whose pupils, in every part of the country, adorn the highest positions of influence; as Dr. LINDSLEY, of Nashville, who gave up the offer of the Presidency of Princeton College, where he was at the time Vice-President and Professor, for the more toilsome but broader sphere of influence here in the West; as Prof. DANA, the author of that admirable series of Latin books—the *Liber Primus*, *Latin Tutor*, etc., which, East and West, were the books of the day, and who, for twenty years, imparted his own severe and elegant taste in the classics to the youth of Ohio; as FRANCIS GLASS, who, in a log school-house, in Warren county, this State, without books of reference, and in the midst of the daily toil of his school, wrote his *Life of Washington* in Latin; as Professor MATHEWS, who, at Lexington and in this city, cultivated and taught the highest French and analytical mathematics at a period when (except at West Point) they were hardly elsewhere taught in the whole country, and when he was obliged, for the want of translated text-books, to make his own translations as he proceeded; as Dr. BISHOP, a name which awakens love and reverence in the bosoms of hundreds of pupils; as MARSHALL, of Kentucky, a brother of the Chief Justice, and scarcely inferior to his illustrious kinsman in talent and worth—a man who spent a life of usefulness and honor as a faithful and devoted teacher; as the KEMPSEL of Cincinnati; SLOCOMB, of Marietta: or, if I may name teachers in the professions, who, as Professors and Lecturers, in any part of the country, would stand before Dr. CALDWELL, Dr. DUDLEY, and Dr. DRAKE?—men whose reputation is known wherever medical science is cultivated. Other well-known names I might add to this list, if time would permit. Of the eminent instructors—those who were then active in forming the youthful mind of the country, and laying deep and broad the foundations of our institutions—alas! how few remain to the present time. It is with a feeling of melancholy that, in looking over all the tract of country this side the mountain-range of which I have spoken, and tracing it from Lake Erie to the Gulf of Mexico, not a single college officer in commission when I became such now remains. Dr. MCGUFFEY, of the Virginia University, and Dr. SCOTT, of Oxford, became connected with the Miami a little subsequent to my own connection with the Ohio University, and still continue active and honored members of our professional corps.

Omitting the dark side of the picture—for the Professor by no means acknowledged that all changes were improvements,—I will only say, the Normal School, the Educational Journal, the Teachers' Institute (an American institution), and the better text-book and school-house, were mentioned as indications of real progress.

Prof. YOUNG, of Indiana, read a paper on the *Laws of Nature*. This was a clear and able production, but much too long. When will men cease to 'think that they shall be heard for their much speaking'? I might as well say here that all of the set addresses were too long.

Brevity is the soul of wit.—SHAKESPEARE.

The tone and aim of Mr. PHILBRICK's paper may be gathered from the following, which is substantially his own language:

I am one of those who believe in the liberal education of the whole human being. Thus, and only thus, can we be symmetrically formed according to the

design of the Author of our being. I believe we can take something from the Persians, who taught their boys to speak the truth and ride on horseback; from the Spartans, who taught their sons to be skillful in bodily exercises and contempt of danger; something from the Athenians, who inculcated a taste for the beautiful in Art: something from the ancient Hebrews, who taught the grandeur and beauty of wisdom; and something from every source that is calculated to ameliorate and improve the human race. We need such education individually, socially, commercially, politically. It is needed to train those who are covered by the judicial ermine. It is needed in every department of human life.

But what I would urge is, to attain to something higher than the cultivation of the intellectual faculties. To wisdom we must add virtue. The dominion of virtue is the dominion of Christianity. If we seek moral virtue, happiness will follow. In the language of inspiration, "Seek first the kingdom of God, and all these things will be added." The spirit of Christianity is the leading idea in any true system of education. True morality must be based upon religion. That morality which is simply founded upon the maxim 'Honesty is the best policy', without a consideration of its correlative ideas, is vicious. It culminated in France under the instructions of RÔTISSEAU. It has relation to the temporal interests of man, but not to his education, according to the virtue of Christianity.

Mr. MANN's paper on the *Motives of the Teacher* is thus commented on in one of the dailies:

He assumed that all labor is right or wrong according to the motive which begets it, and the perseverance with which men pursue an object depends upon the motive which inspires it. The scale of motive is infinite, reaching up through nature to nature's God, or sinking to the nadir of meanness. It determines every thing, gives fertility to life or smites it with barrenness. In considering the motives by which a teacher should be governed, he commenced by the lowest, which he said was compensation. His principle was that the laborer is worthy of his hire, and favored a liberal pecuniary compensation to teachers, but at the same time maintained it to be the duty of every teacher, after having made his contract, to discharge his entire duties independent of money consideration. Other motives by which teachers should be governed are those common to humanity, of securing public approval, and a desire to elevate their calling.

He took occasion to disclaim transcendental notions; but in sketching the character of a true and competent teacher of youth, he soared into far-reaching sublimities, so far distant from any experience of man in any age, that we began to regard the class undergoing such an elevating process as being entirely of a different order of human kind, possessing many of the perfectibilities of a higher nature than ordinary man can hope to aspire to, unless the Divine Wisdom should see proper in the abundance of His benevolence to transport us from this world of woe into regions of perfect bliss. In short, his idea of a true and competent teacher was an immaculate conception. Nevertheless, his sketch of the character was absorbingly entertaining, and was painted in an eloquent style of composition. On the other hand, his portraiture of the pedagogue was pungent in the extreme, and was a capital specimen of caricaturesque word-painting.

This notice hardly does Mr. MANN justice; for, although he reveled in the ideal, yet there was an earnest spirit in him, and it got out of him into his hearers, which felt a little practical. Teachers left the hall that night with higher aims and hopes.

A discussion on *Parochial Schools* operated as a safety-valve, allowing the escape of smothered eloquence, thereby preventing sundry explosions, but otherwise was of little value. It was amusing to observe the eagerness of the combatants to get the floor and define their position. We presume all were delighted with this rencontre and its result, even down to the little Queen-City 'Taurus'. It consumed the best half-day of the session, however, and was but an ordinary discussion of a comparatively unimportant subject, which one would not suppose it necessary to go to a National Teachers' Association to hear.

The most valuable and to many the most interesting exercise of the session was the 'call of the States'. I will mention one fact in illustration. Mr. PHILBRICK, in response to the call for the Old Bay State, said, among other things, that the annual salary of the Masters of the High Schools in Boston was \$2,800 each; Sub-Masters, \$2,000 each; Ushers, \$1,600 each; Masters of the Common Schools, \$2,000 each; Sub-Masters, \$1,600 each; Ushers, \$1,000 each; Female teachers in all schools \$450 each; Head Assistant female teachers, \$500 each. Now this matter of compensation, though, according to Mr. MAXN, the lowest motive which should influence a teacher, is, nevertheless, a sure guide to a correct estimate of popular appreciation. It is generally safe to say that that people which expends most freely for schools has the keenest sense of their value. Among them, also, is found the highest culture and most faultless system of training. If we could, therefore, get the highest, lowest and average compensation of teachers in each State, together with the specific salary paid in the various grades of schools in the cities, from year to year, at the National Teachers' Association, it would itself pay for attending its meetings. In addition to this, if some man for each State would take off the cover and show the *inside* workings of their system—show what enterprises had been undertaken, with what success, and *how* they were engineered; in short, show the unwritten and private history of institutions and systems, then would the annual gatherings of this Association become a grand centre of interest. Of course, the discussion of living questions, the making of acquaintances, and the maturing of plans for uniform action, should not be overlooked. This leads me to notice an excellent move of Hon. IRA DIVOLL to secure a uniform plan for statistical reports, to the end that the schools of one city or State may be easily and accurately compared with those of any other. Messrs. DIVOLL of St. Louis, PHILBRICK of Boston, and HOVEY of Illinois, have this matter in charge. The usual number of complimentary and indifferent resolutions were offered and passed. Mr. RICKOFF, of Cincinnati, was elected President; BULKLEY, of Brooklyn, Secretary; and PENNELL, of St. Louis, Treasurer, for the ensuing year. I noticed among the members from Illinois, ISAAC STONE, jr., Ottawa; J. P. SLADE, Belleville; A. GRIFFIN, Collinsville; C. H.

CASE, Warsaw; G. F. W. WILEY, Quincy; and C. E. HOVEY, of Bloomington.

Very few Eastern teachers were present; but, to make up for lack of numbers, conspicuous positions were assigned them. The President is indebted to the Vice-President from New York for always having a man *on the stage* at his elbow, ready to put a question to vote in an emergency. The distinguished gentleman from Boston was winked at and motioned to the platform whenever he entered the hall, while the venerable President of Antioch College was allowed quietly and unnoticed to enter and be seated in the 'pews', and the Superintendent of Schools in St. Louis, with others uninitiated, was scarcely able to obtain membership before the close of the last half-day of the session. The arrangements for the admission of new members seem to have been made without much reference to convenience or dispatch.

I should fail of a 'full view' were I to omit to make mention of the attentions paid the Association by the press and citizens of Cincinnati. The libraries and reading-rooms were thrown open to its members, steam fire-engines were made to spout water for their amusement, the press published flattering notices and full reports, and NICHOLAS LONGWORTH invited them down to the nether world and showed them his celebrated *wine cellar*, in which there was enough bottled Catawba to bedizen the heads of the whole nation.

The Association meets next year in Washington, D. C., the second Wednesday of August.

S. D. Y.

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#### TRAVEL NOTES OF THE STATE AGENT.

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JOLIET is becoming celebrated for its prison and schools. The massive walls and huge proportions of the State Penitentiary approach completion. Indeed one wing is so far finished as to admit of inmates; and some hundred or more have been placed therein to relieve the crowd at Alton. Hundreds of thousands of dollars will be expended on this structure—and for what? To cage criminals, who became such through ignorance.

Far less imposing and costly is yonder school-house. It was reared by an intelligent people and dedicated to knowledge and virtue. The one edifice is costly, grand and gloomy; the other cheap, spacious and pleasant. The one confines half a dozen hundred desperate men and shields community from them; the

other contains as many hundred laughing children, who are being trained to habits of virtue and intelligence. The one is fed from courts of justice at an enormous expense; the other from the hearths of the people almost without money or price. The one is the home of revenge and troops of ungoverned passions; the other of all the passions harmoniously blended and controlled. The one is horrible; the other happy. Most significant of all, 'the one' could not exist were 'the other' UNIVERSAL.

I shall not stop here to quote from the records of crime showing that the Christian school-room will banish the pagan prison. I need not. The proposition is reasonable. The prison is an institution of barbarism and savagism; the school-house of civilization and humanity.

The schools in this city, whose policy has been ever changing during the past few years, seem at last to have learned the necessity of stability, and are settling upon a permanent basis. The School Board having determined to continue the same teachers, if competent, from year to year, took pains to secure reliable competent men for the principal places. A. G. S. ALLIS and R. D. JONES, both of New York, were employed. Mr. ALLIS has eleven female teachers with him, and has introduced, especially in the primary room, some novel methods of training. Toys, puzzles, and dissected maps of Natural History are displayed on shelves around the room, and often pressed into actual service. His motto, 'No idleness', expresses a truth. Children are never idle. If they are not employed, they will employ themselves in such way as suits their fancy; oftentimes, however, 'their fancy' is not entirely agreeable to their teachers. I did not get time to visit Mr. JONES's school.

ATLANTA—of which place mention has before been made—is getting about as near right on the school question as she can be. The Public-School Directors have purchased a large seminary building, and are fitting it up with the best kind of Boston furniture, through the agency of GEO. SHERWOOD, of Chicago.

STERLING, though not exempt from the general financial depression, is still able to support her schools and build homes for them. Two school-houses are in process of erection. A system of free graded schools will soon gladden the heart of every parent in this *sterling* little city of Whiteside.

DIXON.—I feel here very much as Sir WALTER SCOTT imagined one of his heroes did on revisiting early haunts: "My foot is on my native heath, and my name is MCGREGOR;" but I am most gratified to learn that after a fair and protracted trial of the private-school system for advanced pupils, under favorable circumstances and with accomplished teachers, it has failed, and the people have resolved to substitute the free graded-school system, with a high school at its head. This is a practical confirmation of the views I have spread throughout the State. It is the only system of training youth suited to a republic and

the genius of a free people. It must triumph. Sects, parties and individuals are not alone interested in the culture of the young, but ALL are interested, and it is as clear as the sunbeam that all should contribute to the support of schools and share in their control and advantages. Public Schools are democratic. They bring the children of the rich and the poor, the native and the alien together in that tender age when the future man is moulded, and kindly sympathies, of life-long growth, germinate. The private school fosters classes and castes; the public school neither, but a wide, generous, catholic spirit. Mr. BARGE is still at the helm of the Grammar School, and doing good service.

At GALENA I had no opportunity of seeing the schools, for it was vacation; nor the school-houses, for they have none—I mean none worthy a large and prosperous city. They have, to be sure, seven one-story places where children go to school, but they are not convenient or healthful. I learned that the city fathers were agitating the subject of erecting a suitable high-school edifice the coming year, and sanguine hopes were cherished that under the administration of Mr. CARY, the newly-elected Superintendent, great efficiency would characterize the schools. Commissioner ADAMS proposes to call an Institute about the middle of November, and, from his well-known zeal and earnestness I have no doubt every teacher in Jo Daviess county will be notified and 'on hand'.

Through the efforts of Mr. E. H. JOHNSTON, a fine building for a classical institute is being erected on the site formerly selected for a theological seminary. Part of the building will be ready for the reception of students by September 20th.

FREEMONT still has the good fortune of retaining Mr. HENRY FREEMAN at the head of her schools, and the equally good fortune of having an intelligent, public-spirited board of school directors. There is one spacious school-house here, fitted, seated and furnished with judgment and taste. But this school-house stand alone—"No one of its kindred is nigh"; rented basements of churches supply their places. Mr. FREEMAN has determined to hold a County Teachers' Institute October 12th, in which he will be assisted by the Agent.

PRAIRIEVILLE, between Dixon and Sterling, boasts neither of railroads nor rivers, but the spirit of her citizens is sought for in vain in many a town of much greater pretensions. They voluntarily taxed themselves *three per cent.* last year for building purposes, and an equal amount this year to set their school in motion. Only think of it, ye grumblers at a *five-mill school-tax*! Here is a little town in Lee County adding voluntarily *thirty mills* to her school-tax, and this, too, in the teeth of hard times.

Well, what have these people done—GASTON, POWERS, SNOW, WARNER, and others? They have erected a substantial brick

edifice  $32 \times 42$ , and two stories high. They have carefully counted the cost, and find that, much as it has cost them to erect their building and will cost to keep up the school, yet it is cheaper than to send their children from home to be educated. They have resolved that the children of the country can appreciate and ought to have, and in their case shall have, as complete an education as is given in the city. Success to them and their effort to establish a country High School under the free-school law!

THE CAPITAL.—Springfield is moving bravely onward. Two school-houses built within a year, at a cost of \$20,000, now lift their fair forms and display their chaste proportions. 'Tis but a few years since two other edifices were erected, so that Springfield has now four large modern school-houses. So far all is well. They have determined, also, to perfect the gradation of their school by establishing a High School in addition to the Primary and Grammar Schools already existing, and to make the whole efficient and a unit by creating the office of City Superintendent. This officer will devote his whole time to the supervision and perfection of the schools and the system.

Mr. A. W. ESTABROOK, who for eleven years, without an absence from his school-room for a single day, has served this people, and has probably earned the highest place as a public benefactor, is still at his post. Hundreds taught by him will rise up in after years to call him blessed.

Rev. F. SPRINGER, School Commissioner of Sangamon county, is doing actual service by visiting and addressing the people of the various townships. He expects to hold a Teachers' Institute this Fall.

S. WRIGHT.

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CORRECT SPEAKING.—We advise all young people to acquire in early life the habit of using good language, both in speaking and writing, and to abandon as early as possible any use of slang words and phrases. The longer they live the more difficult the acquisition of good language will be; and if the golden age of youth, the proper season for the acquisition of language, be passed in its abuse, the unfortunate victim of neglected education is, very properly, doomed to talk slang for life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears; to form his taste from the best speakers and poets of the country; to treasure up choice phrases in his memory, and habituate himself to their use—avoiding, at the same time, that pedantic precision and bombast which show rather the weakness of a vain ambition than the polish of an educated mind.

Star.



## EDITOR'S TABLE.

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DID you KNOW that the Editor had been on his travels; that after fourteen years of incessant toil in the school-rooms of the West he suddenly resolved to look once more upon the fragrant cedar-swamps and picturesque sand-hills of his native place in the distant and romantic Jerseys; that fired with the ardor of Oriental Pilgrim he clapped the usual et ceteras in carpet-sack, heroically turned his back upon the classic shades of Jacksonville, flew over emerald seas of prairie and ebony seas of mud to Chicago, took a seat at nine P.M. in the Fort Wayne and Pittsburg Express, was whirled swift as Eurus by the Demon of Steam harnessed to the Juggernaut of Civilization, crashing through the dark forests of Indiana, screaming along the fertile valleys of Ohio, winding amid the dizzy crags and echoing mountain-gorges of Pennsylvania, until, in thirty-one hours, he found himself in the city of PENN and FRANKLIN and the Declaration; that he was just in time for the Commencement of the Philadelphia Central High School, the exercises of which were held in the famous Academy of Music, whose whole interior, from floor to frescoed dome, was incarnate with beating hearts and bright eyes, and gorgeous with flashing jewels and brilliant attire; that as a distinguished (!) 'Sucker' he was invited to one of the chief seats in the synagogue and honored with an introduction to JOHN S. HART and his associates, men of whom even Philadelphia is hardly worthy; that hence he took the 'Edwin Forrest' and dreamed along the pictured banks of the Delaware up to Trenton, where he spent half a day looking through the buildings and studying the admirable system of the New Jersey State Normal School, with the accomplished and gentlemanly PHELPS for his guide and expositor; that then, repairing by a retrograde movement to Atlantic City, he promenaded the shell-paved beach, inhaled the reviving breath, listened to the solemn symphonies, and laved, with assembled hundreds grotesquely robed, in the tossing surf of old Ocean; that, hurrying from Paradise to Pandemonium, he endured for a few hours the harsh discord and grinding roar of Broadway, mused, with something akin to awe, beneath the dome of the Crystal Palace, mingled in the little world of the 'Metropolitan'; then on board a floating palace still pursued his arrowy flight upon the bosom of the jeweled Hudson: gazed upon the grim grandeur, mellowed by verdure-crowned summits, of the 'Palisades', reveled in reminiscences of IRVING's inimitable imagery as he passed his sequestered nest in the immortal 'Sleepy Hollow', thought of the genius of WILLIS the brave invalid Poet and the matchless songs of MORRIS as he looked upon the cool environs of COLD STREAM and spied the eyrie cliffs of IDLEWILD and the STORM-KING, and so on to the capital of the Empire State; that, absorbed in

philosophic contemplation. he lingered for three days and as many nights studying the many-threaded warp and woof of social life, and drinking the healing waters of the world-renowned Empire and Congress Springs at Saratoga, until, his brief furlough over, he took the cars and drove thundering back to the West again, by the way of Buffalo and the Lakes, an immensely wiser and better Sucker? Did you know it, we say, dear reader? Well, it 's *so*.

HENRY BARNARD.—The Regents of the Wisconsin University, at their recent meeting, elected Hon. HENRY BARNARD, LL.D., now of Hartford, to the Chancellorship of that Institution, and strong hopes are entertained that he will accept.

In common with all the friends of learning in the Northwest, we should hail the accession of that truly great, because truly good and useful man, to our working educational force with feelings of the liveliest satisfaction and pride.

C. C. HOAGLAND.—The services of Dr. HOAGLAND, as conductor or assistant in Institutes, can be had during the Autumn and Winter, upon application.

OUR NORMAL UNIVERSITY.—We were present at most of the closing exercises, and, from copious 'notes' made at the time, intended to prepare an extended statement for the *August Teacher*. But ill health and a flying trip to the East prevented.

The execution of that purpose *now* can hardly be expected or desired, so unanimous and hearty have been the expressions of approval and gratification by those who were present, and so full and extended have been the publications of those opinions throughout the State.

We cordially indorse these views. Of the very few things we *know*, one is the difference between a true and a sham examination. Our Normal School, so far, is a most encouraging success.

GOING TO PUBLISH in October the list of counties and the number of subscribers to the *Illinois Teacher* pledged by each, at Decatur, and the number actually taken and paid for by each.

THE PAST AND THE FUTURE.—ROBERT M. TUNNELL, A.M., has been appointed Principal of the West-Jacksonville District School—a post endeared to us by the pleasant memories of many years of arduous but delightful toil. To many a portrait in the mental gallery of cherished ones, gathered during those eventful years, shall we often turn as time speeds on, and ask, What of them now, oh what of them now!

Our best wishes go with Mr. TUNNELL in his work—may his heart be bound to his pupils by a tie as strong as that which made *our* labors there so sweet.

And so, that record is made—that chapter in life is ended—lines of thought and being so long parallel must evermore diverge; and to loved pupils and familiar halls, with voices speaking to the heart in tones which lan-

guage can not utter, but which the *teacher* knows are not idle sentiment, we must say FAREWELL.

STATE SCHOLARSHIPS.—We have received from the Principal of the Normal University blank 'Certificates of Appointment' to scholarships in the University, to be used by School Commissioners, according to the provisions of law.

The halls of the University should be filled with the best minds in the State, at the opening of the Fall term, on the 13th of next September. Parents of Illinois, are you aware that all the privileges of this school of special training for the honorable profession of teaching are open, without money and without price, to the acceptance of your sons and daughters? That tuition, by gifted and faithful instructors, and all the necessary text-books are furnished gratuitously, by the liberality of the State? Young men and women of our beautiful Prairie State, can nobler aims inspire you, can more enduring rewards await you, will more grateful thousands bless you, in any other career? Go up, then, to the University, your own chosen and consecrated temple, be baptized into the teacher's holy love and fire, and prepare to join the swelling ranks of our educational host. School Commissioners of Illinois, *you* have a duty to discharge in this matter: will you discharge that duty, and do it without delay?

ROCK RIVER SEMINARY.—We have received the Catalogue of this institution, which is at Mt. Morris, Ogle county. It appears to be very popular in that part of the State, as it had three hundred and forty pupils during the last year, sixty-five of whom took classical studies and but thirty-four were primary pupils.

PLEDGES.—Will the readers of the *Teacher* suffer a word or two upon a subject which can not be more distasteful to them than to us.

Nine months have passed since this Journal was placed in our hands. But very few of the many pledges given at Decatur have yet been redeemed. We know that the business of the country is prostrate, to an extent almost unparalleled; that the 'times' have been and are emphatically 'hard'; but we do not believe that *suitable effort* on the part of those who assumed, voluntarily, the responsibility of those pledges, would fail, in *most instances*, to make them good. Retrenchment and economy are good, but the professional (!) teacher who begins by cutting off his professional Journal may surely be likened to the mariner who, in a storm, should begin to lighten his ship by throwing his compass overboard. We know the risk which *we* assumed, and the implied promise which *we* made on taking the helm; and our little craft *shall be* conducted into port in December with the best freight and fairest breeze which we can command, if it takes the last shot in the locker. We shall try to do our duty to the end: will those who pledged, and all who read, try to do theirs?

A CHANGE.—Miss LOUISE M. MORGAN, First Assistant in the 'Edgar Union School', and one of the Associate Editors of the *Illinois Teacher*, has accepted

a situation in the Female Seminary in Bloomington, Indiana. While we deeply regret the loss our State must sustain by the removal of Miss M., we must congratulate the Seminary in securing the services of one of the best teachers in Illinois. May success attend her, and hosts of warm friends surround her.

DIXON.—We learn that such efforts are making at Dixon as bid fair, if successful, to place her high on the list of Illinois towns in educational facilities. A movement is in progress to open a High School in connection with the Public Schools, which will add much to the facilities enjoyed heretofore in their Public Schools. We learn, also, that the school of our friend Gow is deservedly gaining in popular favor.

THE ELEVENTH PLAGUE.—[The writer of the following is, perhaps, a little cross, but let him speak; he scourges a shabby set of fellows.]

The Egyptians had a plague of locusts, and a plague of flies, and eight other plagues. They were spared additional plagues; but if the eleventh had been necessary, a swarm of vagrant school-keepers might have been sufficient. To be rid of them we are not sure but that they would not only have let the Israelites go, but have gone with them.

The cars are full, Institutes abound, with seekers for situations. The mail is swollen by letters to the Agent, Editor, and other prominent members of the Teachers' Association, in fact to any body who is supposed to have any influence. There is no objection to inquiry being made in a proper way by proper persons for information; but those who merely are trying to get into the schools for the cash it brings, or those Boards who are taking advantage of the cheapening of teaching by the swarm demanding employment, deserve to be marked by every friend of education. There are school-keepers, and Boards too, who write letters in all directions for places or persons, pay no return postage, and take no pains to inform those whose good offices they have asked, when they cease to need them.

But there is a class for whom the furnace of indignation should be heated seven times hotter than it is wont to be heated. There are those who claim to be professional teachers who are racing from place to place, applying for every vacancy of which they hear, who are supposed by the Boards for whom they last taught to be engaged for the Fall. They "will stay where they have been if they can do no better, but are looking for a better place." The man who can remain where he is and do good, and get his living with no sacrifice of his independence, owes it to himself and the general good to stay where he is till asked to go elsewhere, in such a time as this. We are not sure but that the general good would be promoted by publishing a list of these unworthy so-called teachers. We have a list in our memory. One name is there of one who has spent much of his vacation running after vacancies, and who expects to apply for another situation only the week before he opens the school his former Directors have offered him, if he fails of doing better. We are willing to do all that is reasonable to put teachers and Boards in communication with each other, but sincerely hope no man who thinks of teaching only to get the pay—but we forget—the Teacher reaches but a few of these—will ask us for help, or any Board write to us to send them a teacher, who are willing to let a half-fledged nondescript underbid a devoted instructor of ability and experience. Friends of education, mark these unprofessional wanderers and, sadly we say it, not uncommon School Boards. S. H. T.

RUSHVILLE.—A serious misunderstanding between the Directors of two Districts in this fine village has almost paralyzed the Public Schools for

months past, and led at last to the establishment of a Select High School for young ladies. Brethren, these things ought not so to be.

A first-rate Union Graded School, with a special department for the higher branches, is the great obvious want of Rushville.

**THE NEW TEACHERS.**—At the meeting of the State Board of Education, in July last, two new teachers were appointed for the Normal University: Dr. SAMUEL WILLARD, of Jacksonville, Illinois; and Mr. BOYDEN, of Bridgewater Normal School, Massachusetts. With Mr. BOYDEN we have not yet the pleasure of a personal acquaintance, but he is very highly spoken of by those who know him. Dr. WILLARD has been a cherished friend for twenty years. We congratulate the University upon his accession to its corps of instructors, believing, as we do, that he will contribute to the reputation of the Institution by his varied and extensive learning; to its scholarship by the singular thoroughness and accuracy of his attainments; and to its attractiveness by the warm enthusiasm of his nature, his sincere love of and aptness in teaching, his sympathy with the young, his exalted conceptions of the beauty and dignity of genuine culture; his truthfulness and genial courtesy in social intercourse; the simplicity and blamelessness of his life, and the charm with which these and other elements of his character invest the most ordinary topics of instruction.

We hate flattery and senseless eulogy. Looking at the strong sentence just written in the mirror of that hatred, we have no crasures to make.

**FOLLY.**—Chicago, a few weeks ago, was dishonored by a deliberate discussion as to reducing teachers' salaries, followed by the actual reduction of several of them. Another city in our State has struck a blow at her schools. In Springfield, a little time ago, the Board reduced the salaries of the male Principals of their schools from \$800 to \$600, and the salaries of two ladies from \$350 to \$300. We mean no invidious comparisons when we say the best man in their schools resigned, rightly judging that he could not, in due respect for himself and his calling, continue under such a condition of things. We wish all the rest had done likewise. If any think us severe, let them consider how a proposition to reduce ministers' salaries would be received.

**DO NOT ALL SPEAK AT ONCE.**—Why are multiplication and division called fundamental rules, or what fundamental principle do they embrace aside from addition and subtraction?  
D. E. C.

**LADIES' EDUCATION SOCIETY.**—The Twenty-fifth Annual Report of this Association lies upon our table. We have read it with interest—with emotion. We know not, among all the cherished and consecrated educational agencies of this commonwealth, another society which, with resources so limited and an organization so simple and unpretending, can present a record of a quarter of a century so rich, so blessed in results. With none of the pomp and éclat which herald the movements of other institutions, it has gone steadily on in its benign mission, until six hundred and forty-two young ladies, who else must have been for ever denied the blessings of liberal culture, have been sent forth to be angels of mercy and joy to many hearts and many homes, in this

and other lands. This is not the language of mere eulogy: we have watched the progress of this Society from its foundation; we know the ladies who are and have been its officers and friends; we know its struggles and labors, and we *know its fruits*. We can not better express our opinion of its history and character than in the touching and eloquent words of one of its founders:

"Silent, catholic, economical and persevering; it has been so Christ-like in its labors that the world has never known and could not stop to read its history. Its Anniversaries have been simple exponents of an Institution partaking so little of the spirit of the world. No noise, or parade, but a plain statement of its labors, expenditures, and successes. Its history is written in the heart of many a Missionary, toiling in obscure indigence; it is written, too, in the heart of the orphan and the poor, who by its timely aid have been able to break the fetters by which poverty held back their aspirations for knowledge; it will be read in the ages to come, in the light of heaven."

GRAND LARCENY.—On or about the second of July, A.D. 1858, in the City of Bloomington, Illinois, a monster known as the State Board of Education, instigated by the — best of motives, and not having the fear of—the Editor before their eyes, did, with the utmost coolness and deliberation, take, choose, elect, appoint, set apart and appropriate to their own behoof and use a valuable servant unto us belonging, called and known as SAMUEL WILLARD, *alias*, Associate Editor. On attempting his recovery we found that his captors had already branded and so disfigured him with suffixes and prefixes that we would n't have anything more to do with him.

Prof. SAMUEL WILLARD, A.M., M.D., ugh! May the thieves be compelled to read the remaining numbers of the *Teacher*—malice can no further go.

ANTIOCH COLLEGE is to go on under its present administration: its friends hope to relieve it of its embarrassments.

WISCONSIN STATE TEACHERS' ASSOCIATION.—The Sixth Annual Meeting was held at Portage City, commencing on Tuesday, August 3d. Prof. O. M. CONOVER, of the State University, President of the Association, delivered the opening address. On Tuesday evening, President CHAPIN, of Beloit College, addressed the Association. Essays were read on *Normal Schools*, on *Music in Schools*, *Phonetics*, *Reading*, *Teaching and Teachers*, etc. Reports were presented by the Resident Editor of the *Wisconsin Journal of Education*, and, by a committee, on the Revision of the School Laws.

It was our first visit to Wisconsin. We were amazed at the evidences of material development and power every where apparent; and as we sat among that company of Wisconsin's chosen sons and daughters, consecrated to the educational work; as we looked upon their earnest faces, and heard their strong words of counsel and of cheer—their story of difficulty and trial, of hope and fear—their aspirations for the intellectual and moral well-being of that noble State; as we saw old methods discussed, new ones proposed, fallacies revealed, and all eagerly seeking to find the better, the best way:—we felt as never before the importance and difficulty of our work, the unity of our aims, and the strong tie that should and does bind the great brotherhood of American teachers together.

We can not attempt any sketch of the proceedings, as we were only present a very short time. By all that we *did* see and hear we were interested and instructed. For a full report of all that was said and done, send for the *Journal of Education*, an earnest and faithful laborer in 'Our Cause': Bro. A. J. CRAIG, Editor, Palmyra, Wisconsin.

OHIO STATE TEACHERS' ASSOCIATION.—This body met at Delaware on the 7th of July. The *Ohio Journal of Education* for August gives an account of the proceedings, from which we cull a few items.

Dr. CATLIN reported on the *Self-Reporting System*, presenting a resolution recommending it. Messrs. HANCOCK, EDWARDS, COWDERY, I. W. ANDREWS, and WHITE of Portsmouth, spoke in disapproval, most of them saying that within their observation the plan had not been successful. The resolution finally adopted was, "That the self-reporting system *when judiciously used by competent teachers* is an important aid in school-government."

Mr. KLIPPART read a paper on *The Study of Natural History in Schools*; an interesting, but grievously-neglected subject.

Prof. ROBERT ALLYN gave an address on *Learning and Teaching—Doing and Theorizing*. The following thoughts are from the latter part of the sketch:

Our great business is not only to teach, but to learn.

The great question in all our teaching is, How shall we begin to learn to teach, and by what *method* shall we continue it?

It should be by the *natural* method. We are too fond of running after quack methods. The great Scripture rule, 'He that doeth his will shall know of the doctrine'; so we must *teach* in order to know *how* to teach.

We must *do* what we wish to teach. Practice is as necessary in learning as in the mechanic arts. English Grammar is illustrative.

We must perform work in order to learn, not simply memorize.

The successful teacher is particular in little things—dress, etc.

We can know nothing but by *living* it. In not *living* rightly is the rock upon which many a man has foundered, both in family and school government. If a man *lives* his principles he will be strong in his confidence in their beauty and truth.

Ohio ought to give its educational journal twice as many subscribers as Illinois gives hers, but it does not do it yet: her list is 2808. Illinois will take the lead of her within two or three years we believe.

Pres. I. W. ANDREWS gave a report on a *Course of Study for High Schools*. He presumed geography, grammar, arithmetic and U. S. History to have been *completed* in the lower schools; *i.e.*, so thoroughly mastered as not to be subjects of special attention and recitation. He advised the teaching of French (by American teachers), but not of German, as the latter is too difficult. Latin is indispensable in the course, though he was not certain that it should be required of all pupils. He advocated the study of Latin because (1.) It is a practical study, intimately connected with our own language; (2.) It gives a polish to the mind [see this point put by DE QUINCEY, *Philosophical Writers*, Vol. II, p. 55]; (3.) It enlarges and strengthens the mind; (4.) A pupil will accomplish all in connection with Latin that he can without, as experience abundantly shows. As High Schools must prepare students for Colleges, Greek should be an optional study. Here is Pres. ANDREWS's proposed course:

*First Year*—1st term: Latin, Algebra, Book-keeping. 2d Term: Latin, Algebra, English Analysis. 3d Term: Latin, Algebra, English Analysis, Punctuation.

*Second Year*—1st Term: Latin, Geometry, Greek or Botany. 2d Term: Latin, Physical Geography, Geometry or Greek. 3d Term: Latin, Rhetoric, Geometry or Greek.

*Third Year*—1st Term: Latin, Physiology, Greek or Trigonometry. 2d Term: Latin, Evidences of Christianity, Greek or Natural Philosophy. 3d Term: Latin, Political Grammar, Greek or Astronomy.

*Fourth Year*—1st Term: French, Chemistry or Latin, Greek or Mental Philosophy. 2d Term: French Review, Greek or Moral Philosophy. 3d Term: French Review, Geology or Greek and Latin.

The report elicited much discussion, especially respecting the Latin element of the course. Dr. BARNARD said that the preparation of a course for such schools was a difficult problem. The Germans have been exercised upon it for a century. He thought the subject needed further discussion and consideration. Mr. JANNEY thought one point had been neglected. A report of this kind should be prepared by an American, and not by a Roman. (Laughter.) It should be borne in mind that there are GIRLS as well as boys in our schools. He preferred that when a report of this kind is made and adopted, it should come from one who did not view the subject from the classic standpoint. [We hope Mr. JANNEY did not say just this, for such a subject should be viewed from *every* standpoint.]

The report was finally recommitted for further discussion and elaboration.

Dr. CLARK presented in an address *Theses on Education and Mental Power*. Mr. WHITE reported on *Graded Schools*. Mr. ROYCE spoke on *Phonetic Reading*. The other discussions were of local interest chiefly. The meeting evidently was one of great interest and profit.

STATE AGENT AND INSTITUTES.—So many applications are made for the services of the State Agent for attending Institutes, that it is found impracticable for him to comply with all such requests. Arrangements have therefore been made for supplying such Institutes as the Agent is unable to attend with other well-qualified assistance.

Letters may be addressed to "C. E. HOVEY, Bloomington, Ill.," for such aid.

DEAF AND DUMB.—The Fifth Biennial Convention of American Instructors of the Deaf and Dumb met at the Institute for the Deaf and Dumb in Jacksonville, Illinois, on Wednesday, August 11, at 10 A.M.

The Convention was more numerously attended than any previous one. Representatives were present from ten different States.

They remained in session for three days. The discussions were animated and interesting, many of the mute delegates taking part, in the sign language, which was interpreted to the audience.

BARNARD'S JOURNAL OF EDUCATION.—We wish we had words with which we might adequately convey to the teachers of Illinois our sense of the value of this Periodical, and arguments with which to persuade them to make almost any sacrifice, if necessary, rather than be without it. It is a rich educational



Thesaurus in itself. It contains a completeness and a variety of information upon the history, biography, systems, methods and philosophy of education, ancient and modern, public and private, primary, academic, collegiate and normal, in Europe and America, which can no where else be found. Five volumes are now nearly complete, and can be had, neatly and uniformly bound, with an index to each volume and a general index to the whole, for \$10, \$11, \$12, \$15, respectively, according to the binding.

To think that the great brotherhood of teachers and scholars in these United States should allow the patient, toiling, heroic author of such a work as *Barnard's Journal of Education* actually to absorb thousands of dollars of his own private means in order to consummate the enterprise, stirs within us feelings which we would not cherish, and must not express.

THE SAUCY LITTLE PUSSY-CATS.—Just see what liberties the little scapegraces who 'got up' the annexed letter have taken with the venerable Editor of the *Illinois Teacher*! It is such a precious duck of an epistle that we can not withhold the enjoyment of it from our readers; but 'small children' who can discourse so famously of 'planets', 'orbits', 'solar systems' and 'azure tints' must not expect us to betray our ignorance by trying to tell them 'where the earth is'. In the memorable words of another, 'we sha' n't do it'!

In the Editor's Table of the July number of the *Teacher*, it is said, "A bright little boy was asked by an intelligent school-visitor, 'Where is the earth?' The little fellow was sadly puzzled," etc. We, too, Mr. Editor, are sadly puzzled to know what answer could be or ought to be expected to such a question from a class of little children in Geography. JIMMY McRYAN says, "Sure an' the earth is *under us*." Our WILLIE says, "All of the earth is *n't any where*; a part of it is here, under us, and all around, and the rest of it is in other places." Cousin MARY says, "The little girl that answered 'Up in the sky' was right; for if the blue concave above us, which we call the sky, extends quite around the earth—if it is but the azure tint of the atmosphere which forms it, and the earth is surrounded by the atmosphere, then, surely, the earth is in the sky." KATE, too, argues with her, for she says, "The earth is in the solar system, the third planet from the sun, and is between the orbits of Venus and Mars: and if Venus, Mars and the other planets are in the sky—and who will say that they are not?—the earth, being one of the planets, is also in the sky." As for my own ignorant little self, I would have said with the little boy, 'I will ask my grandmother', but as I had no grandmother to ask, I thought the better way would be to ask the school-mistress. She said, "What MITCHELL teaches of the form of the earth and its motions, that it is surrounded by the atmosphere, and is held in its place by the power of God, is all that a little child need be taught respecting its place." She said that the little boy and girl both had doubtless as correct an idea of the situation of the earth as any little children could have, but they were at a loss how to express it; and if I wished to know what answer was expected from them, I must ask the Editor." I *do* wish to know. Please tell us what you, or what that intelligent school-visitor, would consider a correct answer to the question. Tell us what the little boy ought to have said, and gratify the curiosity of my own self, KATE, MARY, WILLIE, JIMMY—and who knows but also of many other children as ignorant as ourselves?

PARSONAGES FOR TEACHERS!—A very interesting and sensible letter, abounding in new thoughts, and new views of old thoughts, upon the momentous problem of universal education, was recently received by Prof. TURNER,

from a young man in Mercer county, and handed to us for perusal. We had intended to make its numerous practical suggestions the basis of an extended article for this number, but must dismiss the subject, for the present, with a single extract. The letter is interesting as showing the direction of thought and the class of subjects now attracting the attention of our young men. But here is the extract, with its most original, but by no means visionary, suggestion. Read it—think of it:

I think that districts might be enlarged, without material inconvenience, so that they could afford to have good school-houses, with two roomy apartments, with good scientific apparatus, and a neat and comfortable house in which the teacher might dwell. Besides this dwelling for the accommodation of the teacher, there should be at least a *few* acres of good farming land connected with it, so that he might employ his leisure hours in improving his health, and producing many little comforts of life. In fact, he might well produce enough through the Summer season (at which time it would be doubtful policy to *keep* any school at all) to furnish his table for the entire year. I think that districts might afford the above-named accommodations, and when they do afford them I think that they can procure thorough teachers on whom they may depend from year to year. It appears to me that almost innumerable advantages would be gained to society by the adoption of this system.

PEKIN, ILLINOIS, June 22, 1858.

EDITOR OF ILLINOIS TEACHER: I was much amused with the article entitled 'A Phonetic Nut', published in the May number of the *Teacher*, but was at the same time deeply impressed with the fact that our present system of spelling is *barbarous*. I was more than ever convinced that the adoption of a system in which each sound of the voice is represented by a distinct letter would be of incalculable utility. If 'every Board of School-Directors in the State should take the *Teacher*', as Mr. POWELL advises them to do (and as I believe they *would* do if their County School Commissioners would *only take the trouble to ask them*), its circulation would probably be so much increased as to justify you in enlarging it to twice its present size at the beginning of the next year; and, having enlarged it, would it not be well to devote some half-dozen pages of each number to the dissemination of a knowledge of Phonetics? Such a feature, in my opinion, would prove both interesting and instructive to most readers. I merely make the suggestion, hoping you will give the subject due consideration, and, if it meets your approbation, urge the friends of education through your pages to enable you, by extending the circulation of the *Teacher*, to add this new feature to your valuable journal at the beginning of the next year.

JAMES HAMSON, jr.

[What School Commissioner is willing to 'take the trouble' referred to by our correspondent? We commend the other suggestions of the writer to the notice of our readers.]

THE LETTER C.—“Our language is noted for its irregularities and uncertainties, and we are apt to talk much of these same as a great nuisance. ‘Consistency is a jewel’ in this as well as elsewhere. An innovation is fast being indorsed, not only by those who are satisfied with the language as they find it, but by some advocates of having each character represent always the same sound. The graceful letter C has been a very reliable member of the alphabetical family, but some of its friends are leading it into bad habits. ‘C sounds like S before E, I, Y—elsewhere like K, except when combined with H,’ *did* give us a true guide to its sound. But within a few years, in *Hitchcock’s Religion of Geology*, and other books, the word *skeptic* has been spelled *sceptic*. This has even crept into some articles in the ILLINOIS TEACHER.

This word, as well as 'scepter', is a transfer from the Greek. Let us retain the *k* unless with the change of letter we soften the *sound*, as we have done in case of *scepter*. Even that would be objectionable, and it is better to retain *s-k-e-p-t-i-c*.

A FRIEND OF REGULARITY."

"Has even crept into the *Illinois Teacher*"! We wonder if 'A Friend of Regularity' thinks we will submit to such insinuations! The orthographic taste and authority of the *Teacher* criticised, and we remain silent? Never! Says WORCESTER, page 365, "The old orthography of this word was s-c-e-p-t-i-c, it is so spelled in the dictionaries of BLOUNT, PHILLIPS, KERSEY, BAILEY, AINSWORTH, MARTIN, etc.; but Dr. JOHNSON introduced the orthography of *skeptical*, and in this has been followed by the lexicographers ASH, KENRICK, BARCLAY, FENNING, BARLOW, BROWN, ENTICK, SCOTT, SHERIDAN, PERRY, JONES, JAMESON, and RICHARDSON; but *sceptic* is preferred by LEMON, WALKER, ENSFIELD, FULTON, KNIGHT, REES, MAUNDER, CRAIG, OGILVIE, and BOAG"!! There, sir! we beat you by two, on joint ballot, on the basis of *authority*, and throw in WEBSTER! But read on: Dr. WORCESTER adds, same page, "*Sceptic* is the prevailing orthography in encyclopædias and dictionaries of the arts and sciences, and it is [hear and tremble!] *supported by the best usage*"!!! Do n't you wish you had n't said any thing?

GRINDSTONES. — "Hard studies are a grindstone. A grindstone is not beautiful: it would not make a good parlor ornament, but is of vast importance in sharpening and polishing axes. Every battle with a hard problem, every effort to commit to memory a difficult task, sharpens the edge of your intellect and makes the next task easier."

REV. H. H. JESSUP.

THE LIGHTNING-ROD QUESTION. — The *N. Y. Tribune* raised the question lately — What is the real value of lightning-rods? Mr. JOHN WISE, the aeronaut, writing in reply, says that, having given much attention to the subject for ten years, he has finally gone so far as to take the lightning-rod from a house he had purchased, because he did not wish it to be an electrical target! He urges facts and reasons to show that the approved deductions from electrical experiments do not warrant us in putting any confidence in lightning-rods except in rare cases on high buildings, and to these the rod oftenest proves a source of danger by attracting an explosive discharge; the clouds are generally too distant to be affected by the pointed conductor in the way contemplated in theory.

PROBLEMS. — We have received several answers to our August problems, and have two new problems offered us. We will attend to these next month.

EDUCATION IN EGYPT. — With regard to school-houses, great improvement has been made in this region. "In the year 1818", according to Gov. *Ford's History of Illinois*, "the settled part of the State extended a little north of Edwardsville and Alton; south, along the Mississippi, to the mouth of the Ohio; east, in the direction of Carlyle, to the Wabash; and down the Wabash and the Ohio to the mouth of the last-named river. But there was yet a very large unsettled wilderness tract of country within these boundaries, lying between the Kaskaskia River and the Wabash, and between the Kaskaskia and the Ohio, of three days' journey across it. There were no schools in the coun-

try except for reading, writing and arithmetic, and one school for surveying and book-keeping." The Territorial Government had taken action on the subject of Common Schools in 1814. "On motion of Mr. TRAMMEL, a committee was appointed to draft a bill to incorporate the inhabitants of the respective townships, to enable them to choose trustees to lease and appropriate the profits of the sixteenth section in each township for the benefit of public schools, in conformity to the Act of Congress." Messrs. PHILIP TRAMMEL (of Gallatin) and OWEN EVANS (of Johnson) were that Committee. [*See Legislative Journal*, Nov. 28, 1814.] A bill was reported on the 30th, and passed by the House Dec. 2d. [*Vide 'Annals of the West', p. 765.*]

"A log-cabin, made entirely of wood, without glass, nails, hinges, or locks, furnished the residence of many a contented and happy family." The school-houses then were not like Washington now, 'a city of magnificent palaces', but rather like the Federal City in former days, 'a city of magnificent distances'. In the log-cabins in the wilderness or on the prairies have been educated many men who have been justly celebrated in the annals of our country.

Before those new-fledged democrats appropriately described by Col. BENTON in one of his speeches speak with contempt of Egypt, they had better read and study with attention and reflection the early history of Illinois. Not one in fifty of these persons knows even the origin of the term 'Egypt'—why applied to Southern Illinois. To such learned gentlemen we will only say that we regard the maxims of the Wise Man: "Answer a fool according to his folly, lest he be wise in his own conceit"; and again: "Answer not a fool according to his folly, lest thou also be like unto him."

While these wiseaeres, who affect to look with scorn upon 'Egyptians', were being rocked in their cradles in the East or elsewhere, men—some of whom are now living in Southern Illinois—were laying the foundations of empire. We may build monuments to the memory of the Pioneers of Illinois, and write their names upon the marble. Time will efface the record and the marble will go to dust. But they who write their names in lines of gratitude on living hearts have an epitaph which will be read by the light of eternity.

"To live in hearts we leave behind  
Is not to die."

The Legislature of 1814 that took action on the subject of Common Schools performed a glorious deed for this State. The names of its members may be found on pages 763 and 764 of the '*Annals of the West*'—a work that ought to be in every District-School Library in the State, though now a copy can seldom be obtained. But now we have not all log-cabins for school-houses: Carbondale, Marion, Duquoin, Richview, and other villages in 'Egypt', can show as elegant and commodious buildings as those in any section or in any State. Teachers of high intellectual and moral endowments are pursuing their arduous but noble calling with untiring zeal and great efficiency. The Directors are obtaining Libraries and Apparatus for the use and benefit of teachers and scholars. The teachers respect themselves and command the esteem of community. "The dignity of every occupation", says BURKE, "wholly depends upon the quantity and kind of virtue that may be exerted in it." Once more: "The degree of estimation in which any profession is held becomes the standard of the estimation in which the professors hold themselves."

Our progress in Egypt may be slow, but we think it is sure. We want teachers of firm, unshaken adherence to honor, truth, and duty. When the language applied to CHATHAM in accomplishing his great mission can be used of every teacher, we may expect to behold a nation of great minds.

"He put so much of his soul into his act  
That his example had a magnet's force,  
And all were prompt to follow whom all loved."

W. S. P.

## O U R   B O O K   T A B L E .

## B O O K S .

NATIONAL SERIES OF READERS—1st, 2d, 3d, 4th, and 5th—by R. G. PARKER and J. M. WATSON. A. S. BARNES & Co., New York.

AMERICAN EDUCATIONAL SERIES: Sanders's Pictorial Primer, New 1st, 2d, 3d and 4th Readers; Sanders's Fifth Reader, High-School Reader, and Young Ladies' Reader. IVISON & PHINNEY, N. Y., and S. C. GRIGGS & Co., Chicago.

We have received from the publishers copies of the above books—advertised in our advertising pages at this time, and we are pleased to call the attention of our readers to them.

The *Sanders Series* is already extensively introduced in this State, having received the official recommendation of Mr. EDWARDS when State Superintendent, and being now introduced, among others, as text-books in the Normal University by order of the Board of Education. We regard them as very excellent books, and form our opinion from seeing them in use. We believe that few if any who have adopted them desire to change. The children like them; and when we find a series of books liked by primary pupils and approved by primary teachers, we think we have a better recommendation of the books they use than any State Superintendent or College President can give. Most of the series have exercises in articulation, with rules for pauses, inflections, pitch, etc., and in the Fourth and subsequent numbers of the series explanatory notes and definitions preface the lessons. Nor must we forget the pictures, and the few pages of music at the end of some of them.

The *Parker Series* is less used in this State, but has the official recommendation in Missouri. We have not ourselves seen these in use, but know them to be commended by good teachers who have used them. They have been revised and improved quite recently, and are quite attractive, being well printed on good paper, and well bound. From our examination of them we judge the great care and labor of the authors not to have been bestowed in vain, as their works praise them. The Fourth and Fifth Readers are especially good: a new and excellent feature of the latter being its sketches of the authors whose works are quoted, and whose names are given in two lists—one alphabetical and one chronological. These are not great things; but they show the pains-taking of the authors, and such attention to little points makes up excellence.

We shall not go so far from our opinion expressed last June as to undertake to say among all the many competitors which are *the best* books: it is enough for us to be able to say that such and such are *very good* books. We have a suggestion or two, however, for teachers and school-directors. You will find it a good plan to have more than one set of Readers in your school—at least as far as to and including the Fourth Reader. In this way you can keep your

pupils longer upon one grade of reading without too frequent re-reading of one book, and can give the stimulus of novelty — both of which are very desirable objects. Besides which, the teacher can often find a better gradation by the combination than any single series affords. Children get tired of the First Reader long before they are ready in fact to take up the Second; they will even learn its stories by heart before they can grapple with a more difficult class of lessons. Then, if you have been using *Sanders's First*, you can pass them to *McGuffey's* or *Parker's*, or *vice versa*, with advantage. It is good economy, too, in the long run. Books pass from hand to hand in the same family, or, if the master will take the trouble to value the damage of a book by use, pupils will sell their books as they advance, and will take better care of them with that in view. We have seen this scheme at work, and recommend it from experience.

Again we advise you, when you have a series of books which pleases your pupils, and from which they learn well, do not change them because you hear of some others that are said to be better. Much of this choice of books results from habit rather than from judgment; a teacher thinks he must get the books changed in his school only because he is used to some other set, and can not teach so well from those he finds in the district; but you may be sure that indifferent teachers are much more likely to be particular about having their own choice than good teachers. There is a large variety of good books which any teacher ought to be able to use.

If you have occasion to change books, it is best to make a new selection from the largest variety which you can command, and you will not wisely overlook the Readers noticed above.

ACKNOWLEDGMENTS are due to Messrs. IVISON & PHINNEY for other of their valuable school-books, including some of DAVID A. WELLS'S new scientific works; also to Messrs. A. S. BARNES & Co. for *Davies's Arithmetics*, including his revised *University Arithmetic*, and for an early copy of the *University Algebra* by the same author, just issued; and for *Norton's First Book of Science*. When we have had time to examine these, we shall introduce them to our readers.

IMPROVED METHOD OF LINEAR PERSPECTIVE, AND GUIDE TO ISOMETRICAL DRAWING. By I. P. HANSELL and R. A. BEARD, Springfield, Ills.

When BIRD, the painter, was a little fellow, not long honored with the dignity of trowsers, he noticed that the furrows in his father's field appeared narrower at the end remote from him than at that near him. This puzzled his childish brain, and he took a stick and measured each end of the furrow to ascertain their equality of width. Thus the future artist discovered for himself the fundamental fact which forms the foundation of the theory and practice of perspective drawing; viz., that all lines really parallel in nature (except vertical ones) appear in perspective to unite at the horizon, or at a line representing the horizon. In practical drawing, especially in drawing pictures of buildings, so often required of architects and draughtsmen, the determination of the vanishing-points and the laying-out of the lines horizontal in nature but converging in the picture is no small work.

Messrs. HANSELL AND BEARD have invented and patented a new form of drawing-board, by the aid of which, with the common T drawing-square, all these lines can be drawn just as easily as the horizontal and vertical lines are drawn with the common board. The invention is so simple that whoever understands the principle above given comprehends and approves it as beautiful at once. It is sure to make its way into the hands of architects and of pupils and teachers of drawing, to whose attention we heartily commend it. When they become acquainted with it they can not afford to be without it. The book before us sets forth the principles of linear perspective, and explains the construction and use of the new drawing-board; it also explains isometrical drawing, and describes a simple method of laying out the lines of that style of drawing so useful in certain kinds of elevations.

A PRACTICAL GUIDE TO ENGLISH PRONUNCIATION. By EDWARD J. STEARNS, A. M. CROSBY, NICHOLS & Co. 12mo., pp. lxxx and 55. Price 35 cts.

Every person interested in the correct pronunciation of the English language is pleased with this book as soon as he opens it. Its plan is excellent. The work is issued in two parts, which are bound separately: one book is to be used for study, and the other, containing the same words in the same order and on pages of the same numbering, is a mere list to be used at recitation. The words selected (about 5000) are those which the author says he has heard habitually mispronounced in some part or other of our country, and therefore they are those which specially need correction. The work is highly commended by the journals of the day and by eminent teachers. There are few persons who desire to pronounce correctly that will not be benefited by the careful and critical study of it.

But—we think that few of those who so unqualifiedly commend the work have studied it themselves. Whoever takes this book as a 'Practical Guide' to pronunciation must lay aside at once his *Webster* and his *Worcester*, and will soon find his neighbors wondering what ails his tongue. We were astonished to find Mr. STEARNS instructing us to retain the ridiculous cockneyism of the sound of consonant *y* before the vowel in the words *sky*, *guide*, *guile*, *guise*, *kind*, and their derivatives—as if they were *sk-yi*, *g-yide*, *g-yile*, etc. He calls it 'a decided vulgarism' to say *of-ten* (where neither the *t* nor *e* ought to be sounded), but *sk-yi* is comparatively unpardonable. We might as well say *g-yirl*, which he condemns, or tell of a *be-yutiful chee-yild* in the *g-yarden*!

We have compared the first three sections with *Webster's Unabridged Dictionary*, with the following results: Number of words in these sections, 403; number of words in which the pronunciation differs absolutely from *Webster*, 44; number of words in which *Webster* gives an alternative pronunciation, one of which this author takes absolutely (not always the one chosen by WEBSTER), 13; words spelled differently from *Webster*, 7. In some instances we like the pronunciation of the little book better than that of the big one; but as to taking it as a 'g-yide'—we can guess at pronunciation as well. We are sorry to say this, but we are grievously disappointed in the book, and so will all be who use it, in this country at least.

Here are a few sentences containing some of the words differing from Webster; we have not made the same comparison with Worcester, but know that the work does not follow him. Every word in this paragraph which is marked with an accent or with italics differs from our standard Dictionary.

"The *sk-yi* was bright, and *beg-yiled* me to ramble without a *g-yide* into the woods. There, while walking in a *reverie*', I met a man *disg-yised* as a Hindoo'; he had a box with drawers, like a bureau', the contents' of which he said were 'a *miscelleny* of *subtunerry* articles', a *k-yind* of *farrahgo* of trifles, of which he was a vendor'. He offered me in succession *quenine*', *cochineal*', the memoir' of Jack Sheppard, and a treatise on *veterinerry* surgery. There was a dis'crepancy in his story of himself."

Enough of this. We do not believe in Walker, who seems to be Mr. STEARNS' authority; and we do not believe in frenchifying and cockneyizing the great English language; and if but one word in twenty is infected with the affectations of Walker, the book is no longer a 'Practical Guide'.

#### PERIODICALS.

THE PRINTER: a monthly newspaper devoted to 'the Art Preservative of all Arts'. HENRY AND HUNTINGTON, N. Y. \$1.00.

A beautifully-printed periodical, devoted to the arts of printing, engraving, and related matters, with some miscellany in which we have found various and interesting things. What say you to a ray of sunlight sealed up in a bottle by a French philosopher? The *July Printer* tells how it was done: a dime sent to the publishers for it will secure gratification to your curiosity.

THE WISCONSIN FARMER. POWERS & HOYT, Madison: Monthly, pp. 40, Vol. X, for 1858. \$1.00.

EMERY'S JOURNAL OF AGRICULTURE. EMERY & Co., Chicago: Weekly, pp. 16, large 8vo. Vol. II now current. \$2.00.

PRAIRIE FARMER. J. C. & W. H. MEDILL, Chicago: Weekly, pp. 8, 4to. Vol. XVIII now current. \$2.00.

These are our agricultural exchanges at present, and the recent addition of the *Wisconsin Farmer* to our list leads us to say a word of them. With our new acquaintance over the line we are much pleased; it is edited with spirit, and contains much that all of the family can read with interest. The 'Home Circle' department is edited by Mrs. HOYT, to whom we make our best obeisance; as we read her 'leader' for July, and looking up met the glance of a pair of soft little blue eyes—need we tell her what we thought and felt? Let her still claim 'Fair Play for Women', and God bless her in the work!

Of our home friends we are glad to say that they do not need our praise. The *Prairie Farmer* is familiarly known throughout the State, and *Emery's Journal* is worthy to win favor among us. We are glad to see that the subject of Education receives great attention at their hands; we rejoice in such able and powerful co-workers: they reach the minds of hundreds which can not be otherwise aroused to its importance.



# ILLINOIS TEACHER.

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## HINTS FOR YOUNG TEACHERS.

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EVERY faithful teacher will earnestly desire to improve his school in every possible way. To this he will devote his best energies not only during the hours he is engaged in the school-room; but wherever he may be, and whatever subject may engage his attention, he will make it his constant endeavor to add to his resources for directing, furnishing, and adorning the youthful mind.

As the gold-seeker washes with care the sand that appears worthless to other eyes, so the true teacher will examine with the closest scrutiny even common-place things, hoping thereby to gain something that will assist him in his great work. Progression, both in the knowledge and exercise of his profession, will be his object.

If I mistake not, this desire burns strongest in those young teachers who have been in the profession just long enough to learn how great its duties, how severe its trials, how manifold the capacities necessary to meet them, how meagre their own preparations, and how woeful their deficiencies. From some acquaintance with teachers, I am led to conclude that it is no uncommon thing for this class to pass hours of sadness and despondency in view of their trials, their faults, and their failures. To such I offer a few practical suggestions, trusting it may not be entirely in vain.

It may in general be regarded as a good omen when a teacher is able to detect defects in his school-government or methods of instruction. Do not seek to blind yourselves to these, but watch for them closely. Prefer a thousand times open vision to closed eyes. There is no virtue in refusing to learn facts it concerneth us to know. If we are ignorant of our defects, how can we ever correct them? If we know not our failures, how can we provide against them? Whatever difficulties you have,

look them full in the face, endeavor to comprehend them, then be intent on their correction. If your government is at fault, direct your efforts not so much to the stern exercise of authority as to the great duty of self-control, both on your own part and on that of your pupils. He governs best who can lead his pupils to govern themselves. If your scholars fail to understand the subjects of study and feel an interest in them; if poor lessons poorly recited force upon your mind the conviction that your modes of instruction, your methods of illustration, do not accomplish the desired end, then turn your attention to these and see what change can be made. Let me caution you against doing any thing of this kind rashly, or attempting an experiment before comprehending it.

It not unfrequently happens that teachers become acquainted with methods of instruction and management which seem to them great improvements on any thing they have ever known. Under the management of the skillful conductor of the institute, or as described in the journal, they worked admirably and appeared easy of execution. At once the new system is introduced, and is expected to work wonders. After a short trial the teacher finds it renders 'confusion more confounded', and it is relinquished in discouragement. The fault may not be in the experiment itself, but in the teacher who tries it. If a statement is made to a school from imperfect impressions, and not more than half clear to the teacher, the pupils will be in a perfect fog. Do not on account of one or two failures set yourselves against changes, but resolve that those you do make shall be made intelligibly. Search early and late, high and low, for some item of information that will interest your pupils and make their eyes sparkle with animation. Recall the experience of your school-days, and you will more readily comprehend the difficulties of your pupils and the best way of meeting them. The habit of drawing from your own resources will be a valuable one, and whatever methods you may initiate in this way will be worth more to you than the help furnished by others.

Be independent enough to help yourself as far as possible; yet be humble enough to learn from the experience of others. You will find problems too hard for your unaided powers, and if you are wise you will seek light from all available quarters.

Attend teachers' institutes, sustain your county association, read such works as are designed to assist you, and especially subscribe for an educational journal, because you can there find the fruits of the largest experience and most gifted minds in the profession.

Do not under any circumstances give way to feelings of depression. Drive away the clouds that may seem to gather, and keep your sky clear. Ever wear a pleasant countenance in the presence of your pupils. Frowns and scowls are out of place on a teacher's brow. A peevish, fretful teacher will induce the

same disposition in his pupils; while a genial smile and a sunny face melts away the ice and snow of the heart and warms the better feelings into life and beauty.

Never lose sight of the fact that, while your pupils are in some measure responsible to you, in a higher and more important sense you are responsible to God. Your work is a noble one; so perform it that in after years many 'shall rise up and call you blessed'.

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WHOLESOME EDUCATION.—Of all the know-nothing persons in this world, commend us to the man who has 'never known a day's idleness'. He is a moral dunce: one who has lost the greatest lesson in life, who has skipped the finest lecture in that great school of humanity, the sick-chamber. Let him be versed in mathematics, profound in metaphysics, a ripe scholar in the classics, a bachelor of arts, or even a doctor of divinity, yet is he as one of those gentlemen whose education has been neglected. For all his college acquirements, how inferior is he in wholesome knowledge to the mortal who has had but a quarter's gout or a half-year of ague!—how infinitely below the fellow-creature who has been soundly taught his *tic-douloureux*, thoroughly grounded in the rheumatics, and deeply red in the scarlet fever! And yet what is more common than to hear a great, hulking, florid fellow bragging of an ignorance, a brutal ignorance, that he shares in common with the pig and the bullock, the generality of which die, probably, without having experienced a day's indisposition?

THOMAS HOOD.

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JUMPING THE ROPE.—Little girls, and some times large ones, grow ambitious at times in this exercise, and their movements should be watched, as they may do themselves injuries from the effects of which they may never recover. We have known women made cripples for life by this exercise, in their juvenile sports of an hour. A serious case of the kind occurred in this city the early part of this week. A young lady from New York, in a thoughtless hour, resolved to see how many times she could jump the rope without stopping, as others had done, and went on till she was exhausted and sunk into absolute helplessness. As an immediate consequence, she was seized with an affection of the heart, and was for two or three days in danger of sudden death. At the last accounts she had improved a little, but is still in imminent danger, and her recovery can only be the result of the utmost care, with the aid of a considerable lapse of time.

Poughkeepsie Eagle.

## HOW TO TEACH ARITHMETIC.—NUMBER II.

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 BY H. SPALDING.
 

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## A D D I T I O N .

*Teacher.* Well, children, I am glad to see you here with your books and slates, ready to proceed in your knowledge of arithmetic. But, first, let me see whether you recollect what you have already learned. What is Arithmetic?

*Joseph.* It is the science of numbers.

*T.* What is numeration?

*Mary.* It teaches us to read off numbers after they are written down.

*T.* What is the difference between numeration and notation?

*William.* Notation teaches us to represent numbers by figures or letters, and numeration teaches us to read them off when so represented.

*T.* Having learned how to set down numbers, and how to read them off when thus represented, we shall now proceed to show you how to add them up. This process is called addition. And now, let me tell you at the start that it is very necessary you should put numbers of the same order directly under each other; *i.e.*, units under units, tens under tens, etc., as you must add units to units, and not units to tens or hundreds. Now can any of you tell at which hand you must place the units?

*J.* At the right hand.

*T.* What in the second place?

*W.* Tens.

*T.* What in the third place?

*All together.* Hundreds.

*T.* You will now set down a few numbers to be added up, representing the numbers by corns, and then writing the figures representing the same numbers directly under them; remembering always to place black corn in a vacant space, and a cipher right under it in the line of figures.

Set down four hundred and twelve, . . . . . 412

Three hundred and four, . . . . . 304

Two hundred and seventy-three, . . . . . 273

Now add up the units, beginning at the bottom . . . 989

*J.* Three and four are seven, and two are nine.

*T.* What order of units are the nine?

*J.* They are units of the first order.

*T.* Why do you think so?

*J.* Because they arose from adding up the quantities in the right hand space; and all the quantities there are units of the first order; and they are all yellow corns, which you told us should denote simply so many units of the first order.

*T.* Mary, you may add up the second column.

*M.* Seven and cipher are eight —

*J. and W.* Wrong.

*T.* Why?

*J.* Because a cipher means nothing; and you know that adding nothing to seven does not increase it at all. So, when you are adding up the corns, seven white corns and one black corn make only seven white corns, which means just seven tens or seventy. And if there were a dozen black corns added they would not make so much as one white corn more; for the black corns do not increase the value at all, as they all mean nothing.

*T.* Very well. I hope Mary will always remember that. Now, Mary, try again, and see if you can add up the second column.

*M.* Seven and cipher are seven, and one are eight.

*T.* Eight what?

*M.* I do n't know what to call them, only eight.

*T.* From what order of units did they arise?

*M.* From the second.

*T.* And what do you call the second?

*M.* We call them tens. So I suppose them eight tens, which make eighty.

*T.* That is right. Now remember, whenever you have added up any column you must always give to the amount of that column the same name as is given to that column. So, if you add up the right-hand column call the amount simply so many units; if you add up the second column call the amount so many tens; and the third so many hundreds, etc.

*T.* Now add up the third column.

*M.* Two and three are five, and four are nine hundreds.

*T.* You may read off the whole answer.

*M.* Nine hundred and eighty-nine.

*T.* Now set down six hundred and nine, . . . . . 609

Three hundred and forty-six, . . . . . 346

Nine hundred and seventy-one, . . . . . 971

One thousand and nineteen, . . . . . 1019

And forty-three, . . . . . 43

Amount, . . . . . 2988

*T.* Mary, you may add up the units.

*M.* Nine and six are fifteen, and one are sixteen, and nine are twenty-five, and three are twenty-eight.

*T.* Twenty-eight what?

*M.* Twenty-eight units of the first order.

*T.* As it takes only ten units of one order to make one of the

next higher order, how many units of the second order (*i.e.*, tens) will that make, and how many units of the first order will there be left?

*M.* Two units of the second order, and eight units of the first order remaining.

*T.* You will set down only the 8 under the units, and carry the two tens to the column of tens, where they belong. This is what we call carrying one for every ten. And, uniformly, when you have added up a column of figures, you must set down the right-hand figure of the amount under the column added, and carry the left-hand figure to the next column. Because ten units make one ten, ten tens make one hundred; uniformly ten units of an inferior place are equal to one in the next superior place. This is the reason why we carry one for every ten in preference to any other number. So we let ten yellow corns equal one white; ten white one red, and so on. You began at the top of the column and added downward. This is not the usual way; but it makes no difference in the result whether you add the columns upward or downward. Hence it is customary first to add the columns upward, and then prove the operation by adding the columns downward; and if the two results are equal we presume the operation is right. Now, Mary, where should you begin to add?

*M.* At the right-hand column.

*T.* In what order do you add the columns?

*M.* From bottom to top.

*T.* If the sum of any column is more than nine, what must you set down under the column added up, and what must you carry to the next column?

*M.* I must set down the right-hand figure under the column added, and carry the other to the next left-hand column.

*T.* What is that called?

*M.* Carrying one for every ten.

*T.* Why do you carry one for every ten in preference to any other number?

*M.* Because ten in an inferior place is always equal to one in the next superior or left-hand place.

*T.* Can you illustrate that principle?

*H.* Ten units make one ten, ten tens make one hundred, ten hundreds make one thousand, etc. And so we have let ten yellow corns equal one white corn, ten white corns equal one red, etc.

*T.* Very well. Now, Joseph, you may add up the second column.

*J.* Four and one are five, and seven are twelve, and four are sixteen.

*T.* You forgot to add in the two tens which arose from adding up the units' column.

*J.* Then I will say, sixteen and two carried are eighteen tens.

*T.* Now as eighteen tens are one hundred, and eight tens over, you may set down the 8 in tens' place and carry the 1 to hundreds' place, where it belongs. And hereafter, lest you should forget the number to be carried, as you did this time, I would advise you to set down the carrying numbers in small figures on a line below the answer and a little to the left of the figure just set down. In adding up the next column always add in the carrying number first. These small figures will enable you to tell at a glance the sum of any column, and assist you to correct an error in the footing-up of any column without the necessity of adding up the column to the right of it to find what was carried to it. Now you may add up the other columns.

*J.* One carried to nine are ten, and three are thirteen, and six are nineteen. Here I set down 9 in hundreds' place, and carry 1 to thousands' place. I then say one thousand carried to one thousand make two thousand. So I place 2 in thousands' place, and the work is done.

*T.* William, you may read off the entire answer.

*W.* Two thousand nine hundred and eighty-eight.

*T.* Now can you tell me what was the sum of the right-hand column?

*W.* Twenty-eight units.

*T.* You may tell me the amount of each of the other columns.

*W.* The amount of the second was eighteen tens, the amount of the third was nineteen hundreds, and the amount of the fourth was two thousands.

*T.* Right. Here you see the great convenience of setting down the carrying numbers. It will be convenient for analyzing the examples in the classes; and more especially necessary in adding up long columns in mercantile transactions.

Although you suppose this example is now done, we can not leave it yet. You seem to understand the principles by which it is done very well. But we are all liable to make mistakes; you should therefore test the accuracy of every sum before you leave it.

*M.* That must be very necessary for me, and I would like to know how it is done.

*T.* I will tell you. Add the columns downward in the same order as you added them upward, and if the sum of each column is the same as in the first answer the work is presumed to be right.

But we have been here long enough for the present. You may take your slates with you and prove the examples you have worked out here. In the mean time I wish you to look over subtraction in your arithmetic, and to-morrow I will show you something about that.

## SPELLED AS THEY ARE PRONOUNCED.

MR. EDITOR: A few remarks, if you please, respecting the *seventy words* quoted in your 'Editor's Table' for August from the *Ohio Journal of Education*, and which are said to be spelled precisely as they are pronounced.

My first inquiry is, Upon what principle are these words said to be so spelled? In order to take such a view of their orthography, inasmuch as each letter is practically used to represent various sounds, it was necessary to fix upon some one of its sounds as that which it shall be deemed properly to represent. And whoever has made this list has thought best in respect to the vowels to fix upon their long sound. But for what reason? Do these letters any more necessarily or naturally represent the long sounds than the short ones? It was not, certainly, because these letters in our present usage represent the long sounds more frequently than the short, for the fact is much the reverse. But the long sounds were probably chosen because they coincide with the names of the letters; at least, this is the most suitable reason that can be given for that selection, since the learner will naturally expect when he has learned to name the letters he has learned what they represent. But this he has not learned, unless they represent the sounds by which he calls them. But can the author of this list pursue the same principle in respect to the consonants? Impossible, for with them the name and sound never correspond.

You have well objected to the words in his list in which *h*, *y*, *g* and *w* occur, inasmuch as these do not even 'suggest their power'. But a similar objection, only a little less palpable, may be made against any one of the consonants, since learning it by its name never furnishes a knowledge of its sound. Hence, in applying here the same principle upon which the author determines what sounds to give the vowels, he would be obliged to reject all the consonants, and could make out but two words (*I* and *O*) spelled as they are pronounced; for *a* as a word does not have its long sound unless under emphasis. But he has adopted a different principle in respect to the consonants. He has taken them to represent each its most frequently-occurring sound; and thus he has made a list of about seventy words, and might have increased it probably to ninety, or perhaps one hundred, if some unusual words were included.

But if the adoption of its most prevalent as the just sound of the letter is a proper principle with the consonants, why is it not with the vowels? If we pursue it with the latter we shall



be obliged to take each as representing naturally its short sound, which is much the most frequent; as may be seen by the following fact: In a list of 3000 monosyllables in *Pitman's Phonetic Spelling-Book*, *a* is found to represent the short sound which it has in *hat* 247 times, and its long sound, as in *hate*, only twice; *e* represents its short sound 220 times and its long 8; *i* its short 301 and its long 35 times; *o* its short 142 and its long 58 times; and *u* represents its short sound 245 times and its long sound in no case without the help of a final *e*. And a similar preponderance of short vowels prevails generally.

If the author, then, will pursue a uniform principle in deciding what sounds letters naturally represent, viz., the principle of taking their most commonly occurring sound, he may increase his list of words spelled as they are pronounced many fold. For example, on opening *Webster's Elementary Spelling-Book*, I find on two adjoining pages 200 monosyllables which on that principle are spelled precisely as they are pronounced—such as *pin*, *pen*, *fen*, etc.; and there are doubtless others, and a greater number of words of more than one syllable which are spelled in like manner.

But what does this avail toward a true orthographic principle, that shall enable us to pronounce words correctly by knowing the sounds of their letters? Take, for example, the simple word composed of the three letters *r*, *o*, *d*; and, to simplify the matter, we will first suppose the consonants to have a uniform fixed sound, and the vowel only to be considered: Shall the learner give it the sound it has in *note*, or in *not*, or in *move*, or in *dove*, or in *fork*, or some one of the other sounds for which it is some times placed? It is plainly impossible to know from the sounds of the letters which of the half-dozen words which these letters may thus represent they should be taken to stand for in a given case. And if one of the consonants should happen to have only two different sounds, those sounds would make two words out of each of the six; and if the other consonant should have three sounds, it will make three times the twelve; and we have very few words that do not readily admit of more than this number of variations.

It is plain that the pronunciation of no word in the English language can be known from knowing the sounds which are given to the letters in our present orthography; for there is no word without a vowel, and no vowel without several sounds—and knowing these sounds does not inform us which to apply in a given case, any more than knowing there are six *cuts* in a book to be drawn enables us to tell which is the longest. Consequently, the pronunciation of every word in the language is practically learned by the ear from word of mouth, and can not otherwise be known in any case, or even guessed at in many cases. The adoption of the principle that each letter shall be considered naturally to represent the sound for which it most

frequently stands does not help us in this matter, so long as it also stands for various other sounds, and no rule can determine when or which.

But here we discover not only the advantage of the phonetic principle, we also perceive the wisdom shown in the adoption of the present phonetic alphabet. It avails itself of all the old letters except *c* and *q*, which have no sound of their own, and *x*, which usually stands for two sounds otherwise provided for. All the other letters are adopted, with the sounds which they are now most frequently employed to represent, as is shown above in respect to the vowels; and hence, when these letters are confined to those sounds there are several hundred words which in their present orthography are spelled phonetically and do not change their aspect. And though some twenty additional letters are necessary to represent *other* sounds, they are made to resemble as nearly as practicable the letters which most frequently represent those sounds in the old spelling; and thus are made to be as easily recognized as possible. And though the new letters approximate in number the old, some of them are of much less frequent occurrence, and hence an ordinary page of phonetic print contains less than one-fourth new letters. And it is this near resemblance of the phonetic print to the old that enables any one who now reads to learn it so easily, or any one who learns to read phonetically to acquire with little difficulty a knowledge of our present orthography.

ANGLO-SAXON.

## SPECIMEN OF PHONETIC PRINTING AND WRITING.

The *sounds* of the letters of the Phonotypic Alphabet are denoted by the *italics* in the words underneath.

Ee	Ee	Aa	Aa	Aa	Oo	Oo	Oo	Ii	Ee	Aa	Aa	Oo
<i>eel</i>	<i>earl</i>	<i>ale</i>	<i>air</i>	<i>arm</i>	<i>all</i>	<i>old</i>	<i>ooze</i>	<i>it</i>	<i>end</i>	<i>at</i>	<i>ask</i>	<i>on</i>
Uu	Uu	Ii	Oo	Oo	Uu	Ee	Hh	Aa	Ss	Kk	Jj	
<i>up</i>	<i>full</i>	<i>ice</i>	<i>oil</i>	<i>our</i>	<i>dupe</i>	<i>each</i>	<i>bath</i>	<i>the</i>	<i>she</i>	<i>vision</i>	<i>sing</i>	

b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y and z as usually employed.

"Lernij tu red," sez á distingwiſt Ingliſ edukator, "iz wun ov de moſt difikult ov huſman atanments; ſkarsli enitiſ aperz mor unreznabl, il-ojikál, kontradiktori and perpleksiſ dan de ordinari metod ov teſiſ de qrt." De kez konſiſtiſ in giviſſ from tó tu ſevn sɛndz tu eſ leter ov de alfabet, in reprezentij ſimpl sɛndz bi variuſ kombinaſonſ ov leterz, and in de yuſ ov ſilent leterz.

In de Fonetik metod ov printip, a leter never okurz but wid de sam sɛnd, and nɔ sɛnd iz reprezented uderwijz dan bj de sam leter. Ae rezult iz, dat az sɔn az de gɪld haz lɛrnd de alfabet, he kan go on in redip widst de asistans ov a teger, and kan spel Fonetikali eni wurd he kan prɔnsɛns. Ae rɔl fɛr spelij and pronunsiafɔn haz not a singl eksepɔn, hwɪl in de old metod, de siks hundred rɔlz ov Woker fɛr spelij de wurdz ov de Ipglif lagwaj hav nerli az meni eksepɔnz az kɔinsidensez. Ae tɪm ov lɛrnij tu red bj de Fonetik sistem ma bɛ rɛdʊst tu mʊnts insted ov yerz, and it haz bin demonstrated and iz nʌ beɪŋ demonstrated in meni skɔlz in dis kuntri, dat de fɛrtest wa ov lɛrnij tu red de komon print iz tu lɛrn de Fonetik fɛrst, afterward de komon ma ezili be red bj its rezemblans tu de Fonetik.

Reports in de hɪst degre favorabl tu de sistem hav bin mad bj komitez ov several Lɛrned Sosjetiz, Stat Tegerz' Asosiafɔnz, Superintendents ov Skɔlz, and from turɔ, praktikal Tegerz hɔ hav tested it in ɔar skɔlz.—Σud de rɛder deʒɪr tu egzamin de subjekt fɔrɔder, he kan dɔ so bj adresij de publifɛrz ov Fonetik buks, Meserz Ben Pitman, R. P. Proser, or Loyli Bruderz, el ov Sinsinati, Ohjo.

A fu wurdz in relaɔn tu Fonetik rɪtɪŋ, or, az it iz yʊʒʊali tɛrmd, Fɔnografi. It iz bast on de sam prinsipl ov spelij az Fɔnotipi, and iz de ɔnli sistem ov fɔrt-hand rɪtɪŋ nʌ in yʊs fɛr takij vɛrbatim reports ov spegɛz, lektʊrz, &s. Belɔ qr givn de konsonants, de sɛndz ov hwɪg qr denotɛd bj de leterz underneð.

\	\			/	/	—	—	\	\	(	(
P	B	T	D	C	J	K	G	F	V	H	A
)	)	/	/	∪	∪	—	—	—	—	∪	/
S	Z	Σ	Κ	L	R	M	N	W	Y	U	I

Ae vsɛlz qr reprezented bj dots and dafɛz,—qr plast ner de konsonants in tre pozɪɔnz—beginij, midl and tɛrminaɔn.

Bj de abuv it wil be sɛn dat de leterz qr de simplest karakterz posibl,—strat lɪnz, kurvz, dots, &s. It ma be ritn siks tɪmz az fast az de ɔrdinari loŋ-hand, iz ɛkwali lejibl, and ma bɛ ezili lɛrnd widst de ad ov a teger. It iz invalʊabl tu klɛrjimen, loyerz, fizɪfanz, editorz, ɛtorz, rɪtɛrz, stʊdɛnts, and fɛr korespondɛns. Rɛszandz ov Fɔnografik leterz qr dali pasij trɔ de post-ɔfis.—On. Tomas H. Benton wuns sed ov dis qrt, hwen prɛzented wid a vɛrbatim report ov wun ov hiz spegɛz, takn bj a litl bɔ, “Had dis qrt bin non fɛrti yerz ago, it wud hav savd mɛ twenti yerz ov hqrd labor.”

Amʊn de Fonetik buks ɛlredi publɪft qr Primerz, Rɛderz, Dɪkɔnariz, a Vokabʊlari ov Jeɔgrafikal, Pɛrsonal and Skriptʊral Namz, Nʊ Test-ament, Bɪjografi, Jeometri, &s.

Dat de rɛder wil akwant himself wid dis subjekt iz de wɪf ov,

Yɔrz,

J. B. NEWCOMB.

## SOLUTIONS TO PROBLEMS 6 AND 7. NEW PROBLEMS.

WE have received several solutions to each of the problems given last August, and are much obliged to the correspondents of the *Teacher* for them. There is very little variety among the solutions, and we have found it more difficult than before to select the two we would present. The methods being the same in all (excepting one given below and some solutions having a sort of algebraical form), we have chosen those which combined most fully correctness of expression, attention to minutiae of composition and writing, and arithmetical excellence.

PROBLEM 6.—“The sum of divisor, dividend and quotient is 111, and the divisor is 7; what are the dividend and quotient?” The sum of divisor, dividend and quotient is 111; the divisor is 7: by subtracting this from 111 we have the sum of dividend and quotient, which is 104. The dividend is equal to the product of the divisor and quotient; the divisor being 7, the dividend equals the quotient seven times repeated. The number 104 consists of this product with one addition of the quotient; therefore 104 equals the quotient eight times repeated, and  $104 \div 8 = 13$ , the quotient, and the product of divisor and quotient,  $7 \times 13 = 91$ , the dividend.—*Solution of H. B. Norton, of Hale.*

PROBLEM 7.—“A certain number is composed of two digits, the sum of which is 11; and if 13 be added to the first digit the sum will be three times the second digit: what is the number?” If 13 be added to the first digit the sum is equal to three times the second digit; consequently if 13 be added to 11 (the sum of the first and second digits) the sum will be equal to four times the second digit; but  $13 + 11 = 24$ , and  $24 \div 4 = 6$ , the second digit; and  $11 - 6 = 5$ , the first digit; from which we find the number to be 56.—*Solution of B. R. Gass, of De Soto.*

We give the following solution, not that we think it any where near to the foregoing in excellence, but it is ingenious, and shows how the same result may be reached by an entirely different route. It may afford a hint for the solution of some other problem:

As the sum of the digits is 11, the number must be one of these — 29, 38, 47, 56, 65, 74, 83, 92: for no other numbers consist of two digits whose sum is 11. But 13 added to the first digit makes a sum divisible by 3, since the sum is to be three times the second digit. Now the digits which added to 13 make multiples of 3 are 2, 5, and 8; therefore the first digit must be 2, 5, or 8, and the list is shortened to the numbers 29, 56, and 83. Now  $13 + 2 = 15$ , which is 3 times 5;  $13 + 5 = 18$ , which is 3 times 6; and  $13 + 8 = 21$ , which is 3 times 7; the only number of the three now before us which has either 5, 6 or 7 for its second digit is 56, which is the number.—*Solution signed ULYSSES.*

Mr. HENRY DYER says, “I would like to furnish a problem for ‘L.D.’, and would request him to give me a solution. [We will

call the Problem 8.] A board 10 feet long, 5 inches wide at one end and 15 inches wide at the other, regularly tapering, is required to be cut across so as to be divided into two equal parts. How far from either end must it be cut? . . . . . I have never been able to solve it by arithmetic." 'L.D.' can not be so selfish as to deprive the readers of the *Teacher* of the pleasure of joining him in the search for a solution, as is indeed suggested by Mr. DYER.

Mr. N. A. PRENTISS proposes a philosophical question brought to him by a pupil. Although this is in one of our popular arithmetics, we will call it Problem 9, and presume that a well-written solution will be acceptable to many teachers who are not sure that they can demonstrate it clearly.

PROBLEM 9.—A stick of timber 30 feet long, of uniform size and density throughout its entire length, is to be carried by three men. One takes one end of the beam; the other two place a bar at some distance from the other end, and carry at the ends of the bar, with the beam midway between them: at what distance from the end must the bar be placed so that each man may bear one-third of the weight, no allowance being made for the weight of the bar?

Mr. J. M. BLACKFORD, jr., asks, "Is there any known rectangle other than  $3 \times 4$  and its proportionals, the diagonal of which is commensurable with the sides?"

PROBLEM 10.—What are the least three numbers such that if divided by 17 there are no remainders; but that if divided by any other number greater than 1 and less than 17 the remainder is always 1? An analytical arithmetical solution is requested for the December *Teacher*.  
L. D.

A NEW SPECIES OF BUG.—Professor ADAMS, of Amherst College, was a great entomologist. Some wicked students thought to quiz the old gentleman, and, with a great deal of care and labor, succeeded in manufacturing a nondescript insect, by taking the body of a beetle and gluing it to the legs of a grasshopper, the wings of a butterfly, and the horns of a dragon-fly. With this new style of bug they proceeded to the study of the professor, and told him that one of their number had found a strange animal, which they were unable to classify, and requested him to aid them in defining its position. The professor put on his spectacles, and, after examining the specimen carefully, said: "Well, gentlemen, this is a curious bug; I am inclined to think it is what naturalists call a *humbug*!"  
EX.

A WAG tells of a boarding-house keeper whose tea was so weak that it could not get up to the spout of the tea-pot.

## LINES FOUND IN AN OLD SCHOOL-HOUSE.

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'T is half-past four — 't is half-past four ;  
 Four hundred hopeful, earnest faces  
 Are raised to mine from all their places,  
 About the desks and on the floor.

Four hundred heads, eight hundred eyes,  
 Are looking up and watch this hand,  
 When it may ring the glad command,  
 And they *en masse* to freedom rise.

From every State and every clime ;  
 From Northern snow and Southern sun :  
 These feet by British shores have run,  
 And those have dabbled in the Rhine.

O Earth ! on which there 's so much space,  
 Why are we crowded in this room ?  
 O Summer Winds ! come soft and soon,  
 And cool each warm and wearied face.

'T is half-past four : clear hall and door !  
 Ring out, old bell ! — we love your sound ;  
 Glad footsteps o'er the stairway bound —  
 Glad hearts rejoice : — this session 's o'er.

AGGIE.  
 Chicago Teacher.

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 T H O U G H T S O N E D U C A T I O N .
 

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OBSERVATION and experience teach that progression and improvement are the order and design of nature. A reflective mind finds this assertion verified in the characteristic operations of each of the three great divisions of nature. In the Mineral Kingdom we learn that its organization did not issue from the hand of its Author at once so perfect and complete as to be susceptible of no change or further progression, but, on the contrary, that it is subject to change and growth. This principle is also most beautifully illustrated in the Vegetable Kingdom, where we may notice the productions of nature in embryo, see them expand and mature, until the towering pine bears no resemblance to the tiny seed deposited in the cone, or the king of the forest to the acorn. In the third division the general

law of nature is perhaps even more apparent, for we see the members of the Animal Kingdom undergoing great changes and existing in entirely different forms during the period of their lives. Helpless inefficiency is the original condition of all animate creation. Even the most powerful of the lower orders acquire their great cunning and strength by a gradual process. Man, placed at the head of this division of nature, evinces more than any other work the wisdom and skill of the Great Architect. Here, in beautiful harmony, are combined delicacy, symmetry, and strength; but his crowning excellency consists in his capacity for improvement. We learn from experience that physical size and strength depend upon the proper action of the muscles and organs which constitute the material frame. In like manner perception, reason, and memory, can only be developed and strengthened by exercise. As the mind derives its first ideas from external objects through the medium of the senses, it has been beautifully compared to a stringed instrument 'having the capacity and elements of harmony, of which the nerves and senses are the cords and artificial frame-work'. If this instrument is wrought upon in a manner different from that designed by the Great Master, it will produce most painful discord; but when its strings are swept by pure and gentle influences, there will result such wondrous harmony as realizes our ideal of the noblest work of God.

When the mental faculties begin to expand the mind becomes reflective; for a 'reflective mind is not a flower that grows wild, or comes up of its own accord'; and having thus become reflective, it will have 'fountains of knowledge within', and will continue to increase and expand until prepared to grapple boldly with the mysterious problems of life and destiny. True scholars, if blessed with the privilege afforded in halls consecrated to learning, deem themselves highly favored; but when they have completed any prescribed course of study they do not consider their education finished and themselves 'qualified for any position in life, however exalted'; on the contrary, they more sensibly feel their weakness and ignorance, and consider the glimmering light they possess only as a beacon to guide them ever onward and upward.

But is this living, breathing mechanism attuned only to intellectual harmony? Has it not also a moral nature, susceptible of a development even more glorious than the intellectual? It is not the cultivation of intellect alone that raises man highest in the scale of being. Ambition, or the love of learning for its own sake, may urge onward to great mental culture; but the harmony of a mind thus urged is broken, it is wanting in that perfect symmetry and beauty which can only be secured by an equal cultivation of the *moral* nature.

God has invested all men with a knowledge of right and wrong; he has also given them conscience to admonish and

allure; he has taught them that happiness and misery in a great measure depend on their own actions—that by pursuing one course of conduct, and shunning another, they may secure the former and avoid the latter. But what could have been the design of the Author of this plan in endowing his creatures with powers capable of such expansion and improvement? Surely it would be worse than folly to doubt the efficiency of both intellectual and moral culture, where it is so clearly proven, by comparing lands over which are extended the sable folds of ignorance and superstition, shrouding in darkness and gloom the minds of millions who are bound both soul and body by the galling chains of degradation and misery, with lands where the standard of education has been erected upon the same plains, and her banner unfurled to the same breeze, with those of virtue, liberty, and religion—for these are necessary attendants each upon the other, thus conclusively proving that education is designed not only to contribute to the happiness and prosperity of individuals but also of societies. It teaches the relations its members sustain, and the duties they owe, to each other, the world, and the Great Author of all. By enlightening the mind and purifying the heart, it qualifies man to maintain these relations and discharge these duties. Hence, throughout the world, the best members of society, the most successful promoters of peace, happiness and prosperity, are found among the most refined and cultivated. It would be an injustice to divine wisdom to suppose that man was created with these capacities and these thirstings for knowledge, merely to exist for a brief time on earth, and then pass away, the body to return to dust and the soul to be lost in oblivion.

Nature and Revelation teach that the world is a school where mortals are trained for another existence, and the foundation laid for an education which shall continue throughout the ages of eternity. Those who have been nurtured in vice will continue their downward career, while those who have listened to divine teachings during their disciplinary state will roam over Heaven's extended plains, drinking from inexhaustible fountains of knowledge, basking in the glories of ever-unfolding mysteries, and listening to the teachings of their Creator, Redeemer, and Sanctifier.

S. L. S.

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A LESSON IN ARITHMETIC.—*Teacher.* "Suppose I were to shoot at a tree with five birds in it and kill three, how many would be left?"

*John.* "Three, sir."

*T.* "No, two would be left, you ignoramus."

*J.* "No there would n't; the three shot would be left, and the other two would be fled away."



## F L O G G I N G .

WE commend the following extract from the works of THOMAS ARNOLD, of Rugby, to those who talk so much about abolition of corporal punishment. It is in *Barnard's Journal of Education* for March :

“The total abandonment of corporal punishment for the faults of young boys appears to me not only uncalled for, but absolutely to be deprecated. It is, of course, most desirable that all punishment should be superseded by the force of moral motives, and up to a certain point this is practicable. All endeavors so to dispense with flogging are the wisdom and the duty of a school-master, and by these means the amount of corporal punishment inflicted may be, and, in fact, in more than one instance has been, reduced to something very inconsiderable. But it is one thing to get rid of punishment by lessening the amount of faults, and another to say that even if the faults are committed the punishment ought not to be inflicted. Now it is folly to expect that faults will never occur; and it is very essential toward impressing on a boy's mind the natural imperfectness and subordination of his condition, that his faults and the state of his character being different from what they are in after life, so the nature of his punishment should be different also, lest by any means he should unite the pride and self-importance of manhood with a boy's moral carelessness and low notions of moral responsibility.

“The beau-ideal of school-discipline, with regard to young boys, would appear to be this: that while corporal punishment was retained on principle as fitly answering to, and naturally marking, the inferior state of boyhood, morally and intellectually, and, therefore, as containing no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys, as individuals, to escape from the natural punishment of their age by rising above its natural low tone of principle. While we told them that, as being boys, they were not degraded by being punished as boys, we should tell them also, that in proportion as we saw them trying to anticipate their age morally, so we should delight to anticipate it also in our treatment of them personally; that every approach to the steadiness of principle shown in manhood should be considered as giving a claim to the respectability of manhood; that we should be delighted to forget the inferiority of their age as they labored to lessen their moral and intellectual inferiority. This would be a discipline truly generous and wise—in one word, truly Christian; making an increase of

dignity the certain consequence of increased virtuous effort, but giving no countenance to that barbarous pride which claims the treatment of a freeman and an equal, while it cherishes all the carelessness, the folly, and the low and selfish principle of a slave."—*Arnold's Miscellaneous Works*, pp. 368, 369.

"Flogging, therefore, for the younger part he retained," says his biographer; "but it was confined to moral offenses, such as lying, drinking, and habitual idleness, while his aversion to inflicting it rendered it still less frequent in practice than it would have been according to the rule he had laid down for it." H.

[These views are, in the main, sound, and must commend themselves to all who have seriously studied the problem of school-discipline. We probably use the rod less than most teachers, but there are times when its vigorous application is as much a duty as to teach the Ten Commandments; and the teacher who, when thus demanded, will not invoke its aid, be the subject male or female, is either a silly theorist or an arrant coward, or, most likely, both. Such utopian moral philosophers should adjourn their schools till the Millennium. In these degenerate days there are devils which can only be exorcised by the bastinado.]

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## TEACHERS' CHARACTERISTICS.

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AN interesting paper, lately read before the United Association of School-masters of Great Britain, contains the following generalizations:

1. Teachers of limited capacity, or whose command of language is limited, invariably teach best with text-books or by the individual system of instruction.

2. Men of fervid imagination, having great command of language and enthusiasm of character, almost invariably become successful teachers.

3. Decision of character almost invariably forms an element in the qualifications of a superior teacher.

4. Men who are deficient in general knowledge and enthusiasm of character are generally bad teachers, even though they may possess great technical acquirements.

5. An earnest man, imbued with the love of children, is rarely a bad teacher.

6. The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.

7. A man of superior teaching powers teaches well by the national method. But he will always teach better by that method which is best suited to his peculiar capabilities.

8. Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.

9. Presence of mind and that self-confidence which is based on self-knowledge are essential elements in a good teacher's character.

10. Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements. Teaching power is not always associated with superior talents or acquirements.

Ex.

## ANGLING AMONG THE ENCYCLOPÆDIAS.

### A STRANGE FISH OR TWO.

1. THE Hindoos consider our decimal method of notation to be of divine origin, "the invention of nine figures with the device of place being ascribed to the beneficent Creator of the Universe." [*Encyc. Metrop., Article Arithmetic* (by Rev. GEO. PEACOCK, M.A., Trinity College, Cambridge), § 12.]

2. The South-American Indians have a very limited scheme of numeration. The Abipones, of Paraguay, for twenty say *hanam rihegem cat grachahaka anomicheri hegem*; that is, the fingers of both hands and feet. HUMBOLDT found a tribe on the Orinoco who knew no names for numbers beyond four. The Caribs call the fingers the children of the hands, and the toes the children of the feet: their phrase for ten is *chon oucabo raim*, all the children of the hands. The Yancos, on the Amazon, have for three the long name—*Poettarrarorincoaroac*. CONDAMINE remarks that it is fortunate for those who have any thing to do with them that their arithmetic does not extend far. [*Id.* §§ 30, 32.]

3. DELAMBRE considers it a fact humiliating to the pride of human genius that the discovery of the notation by nine digits and zero should have escaped the sagacity of such men as ARCHIMEDES, APPOLONIUS and PROLEMY, especially when engaged in researches connected with the improvement of arithmetical language and notation. [*Id.* § 41.]

4. The use of counters for calculation (as in the ancient abacus) was general throughout Europe as late as the end of the 15th century; about that time they ceased to be used in Italy

and Spain, where our present figures were earlier introduced. They were used to a still later period in France, and had not disappeared in England and Germany before the middle of the 17th century. SHAKESPEARE alludes to this method of computation in *Winter's Tale*, act iv, sc. 3, and *Othello*, act i, sc. 1. Iago speaks of Cassio as 'forsooth a great arithmetician, a counter-caster'. [*Id.* § 55.]

5. The term *algorithmus* or *alorismus* was employed universally in the 14th and 15th centuries to denote the science of calculation by nine figures and zero. This term was corrupted into *augrym* or *awgrim*, and the stones used were called *augrym stones*. Thus in CHAUCER's description of the chamber of Clerk Nicholas :

His almageste, and bokes grete and small,  
His astrelabe, longing for his art,  
His augrim stones, layen faire apart  
On shelves couched at his beddes head.— *Miller's Tale*, v. 22–25.

Algorithm was afterward used to denote any species of notation expressing assigned relations of quantities or numbers: thus STIFELIUS speaks of the algorithm of fractions, the algorithm of proportions, etc.; that is, the notation of them. Early writers, being ignorant of the derivation of this word and *algebra*, derived them from imaginary persons, Albus and Geber. [*Id.* §§ 59, 132.]

6. The earliest example of a monumental date in Arabic figures in England is in the church of Ware, on a brass plate commemorating the death of ELLEN WOOD in 1454, and the second is in the same church, dated 1484. An inscription at Helmdon parsonage, Northamptonshire, supposed to be 1133 or 1233, is now believed to be 1533, if the rude marks are figures at all; and all similar inscriptions of earlier date than that at Ware are not considered authentic. KAESTNER considers that the earliest monumental date in Germany is 1497, on the wall of the church of Grossalmerode, in Hesse. GATTERER says that these figures rarely ever appear in public documents during the 15th century, and only became common for such purposes at the close of the 16th; the earliest date which he found in more than a thousand ancient documents is 1527. MABILLON, after examining more than six thousand documents, found no authentic date earlier than 1355, and that was in the hand-writing of the Italian PETRARCH. MONTEFAUCON found figures in a manuscript chronicle in the Strozzi library which was written after 1317. CHAUCER, in a poem probably written in 1375, calls them the *figures newe*. They are found in a calendar in Corpus Christi College library of date probably as early as 1330, and not earlier.

7. It is uncertain when the term *million* was introduced into our language. Bishop TONSTALL (*De Arte Supputandi*, London,

1522, reprinted at Paris by ROBERT STEVENS, 1529) speaks of it as in common use, but rejects it as barbarous. It was admitted into German later than into English and French; no German is found to have used it before CLAVIUS in 1583. [*Id.* §§ 97, 98.]

8. Algebra was known in England first by the name of *Rule of Coss*, supposed to have been derived from the Italian *Regola di Cosa*, the *rule of the thing*, literally—a name applied to algebra because it deals with quantities (or things considered as quantities) instead of numbers, which are the subject of arithmetic. From the term *Coss* was formed the adjective *Cossic*; that is, relating or pertaining to Algebra. L. D.

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### FOOLISH METHODS OF EDUCATION.

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CUTTING and caustic were the words of SPURZHEIM, the Phrenologist, in relation to the educational imprisonment of children. They are not less applicable to those of larger growth.

"You have a little boy—he may be four years old—you may think there is no time to be lost, and you send him to school. There he is confined for hours, and compelled to sit upon a bench and look upon a book. He hears the voices of children playing without—he half rises to look from the window—a rap upon the teacher's desk recalls him to his seat upon the bench—a glance shows him the kite sailing in the air, to the delight, no doubt, of its happy little proprietor—the poor child is almost involuntarily on his feet—another rap, and he again drops into his seat upon the bench. Day after day, week after week, month after month, the little fellow returns to his prison and sits upon the bench. At length he becomes pale and languid, loses his appetite, grows restless at night, has a cough, and loses his flesh and spirits. Ought he not to be taken from the bench? The consequences of this would be terrible—he would lose his rank in that school! So he continues to sit upon the bench. After a few weeks more he is brought home. He fainted as he sat upon the bench! Matters begin to wear a serious aspect. The doctor is called—pronounces him very ill. A great pity he had been compelled to sit so long upon the bench. It is all over with the poor child. Ere long he dies. A sad calamity! *But, thank God, there is one precious consolation, before he died he had learned his A B C.*"

Ex.

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THERE are in Louisville, Kentucky, six public Roman Catholic schools, with nine hundred and seventy-nine pupils.

## EDITOR'S TABLE.

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IN HARNESS AGAIN.—Vacation, with its respite from school-room toils and cares, is over. With a sense of joyous freedom, we have spent the flying weeks of the Summer Solstice; revisiting old homes and familiar haunts; grasping hands whose warm pressure made us forget the weary months since last, at parting, it cheered us on our way; looking once more upon a mother's benignant face, on a father's silvered locks, amid the thronging memories that ever hallow the place of our birth; listening to and reciting the alternate story of each other's hopes and fears, defeats and triumphs, vicissitudes and changes, along the chequered path-way of life; lingering with tears upon the mournful record of the Destroyer, while holy affection from the depths of the stricken heart summons loved forms from the silent land, and bids them move again before the longing sight, or wakes the ear of the soul to hear again remembered tones as they seem to float upon the purified sense, even from the eternal shores; gazing once more, it *may be*, into the strange spiritual abysses of some trembling blue eye, all holy with the pathos and trust of a sentiment at which goodness and purity never sneered, and renewing vows which shape the problem of life and weave a coronet of roses for the brow of hope.

Others of us, less blest by the endearments of home and kindred, have repaired alone to spots remote from the busy marts and noisy strife of the multitude, where the dust and din and roar of the panting millions who madly chase the ever-receding phantom, WEALTH, come not; and there, in lofty communion with Nature, speaking to our hearts and instructing our minds through all her protean forms of omnipresent beauty and glory, have tried to review, calmly and truly, the steps already taken, the motives and principles which have governed us thus far, and from a higher and better stand-point to

reädjüst the chart of life and perfect our plans for the years to come.

In traversing the expanses of verdure-clad prairies and glory-tinted forests, amid the jewelry of flowers and the intoxication of a thousand perfumes, in quest of floral and botanical treasures; or roaming, all capped, jacketed and booted, with pick-ax on shoulder and basket on arm, over beetling crags and rocky dells, by babbling brooks and glassy lakes and singing cascades, deciphering a sentence here and there; anon catching the refrain of some solemn centenary anthem that seemed to come floating down the shadowy ages, as, by the aid of the tough steel, the silent pages of the geologic, granite Bible were turned, one by one, and compelled to surrender their strange secrets—*thus* have others caused their leisure to add to their store of sublimest knowledge and to the food of noblest thought.

To some the dog and gun, the horse, the oar, the car, the steamer, the excitements of travel and change, have supplied the lacking fire for flagging spirits and the needed exercise for exhausted energies; while not a few, versed in the finny lore and enamored of the quiet tastes of IZAAK WALTON, have sauntered forth with rod and line to some sheltered cove where the speckled pike or graceful trout sport and flash with all the poetry of motion amid the pellucid depths of the sparkling water, and there, at full length upon the grass, with ZIMMERMAN, SHAKSPEARE or IRVING within reach, have dreamed away the liquid hours, undisturbed by thought of urchin or school-bell, of schedule or grammar.

How many of us, too, denied, by poverty or other necessity, the enjoyment of all these recuperative sources of health and vivacity, have spent the holidays in labors scarcely less exhausting than those of the school-room, in order to eke out the scanty support vouchsafed to us by an appreciating (!) public, and now, term-time finds us not less bankrupt in health and spirits than in pocket. Wonder if the wise and prudent world ever thinks that it *can not afford* to half-starve its really good teachers—that retribution is sure to follow in the lessened hope and buoyancy and power put forth in the school-room.

But, however spent, our vacation is over, the commencement of another school-year has arrived, and we, whether prepared for it or not, must put on the harness and be about our work.

Even as we write, we fancy a thousand school-bells are echoing merrily over city and village and prairie, and tens of thousands of school-children are moving forward to greet their teachers and resume their studies.

And now, brothers, as we turn the key and step once more across the threshold of that familiar room, what are our purposes and aims? Do we come to our work with higher conceptions of its dignity and importance than ever before, and with an honest purpose to discharge each duty better, and to accomplish more for both ourselves and pupils than in any former year? As those wistful eyes are turned upon us, what do they behold? What spirit sits upon our brow and speaks in our tones? Have we studied our own characters with a sincere desire to know our own faults and weaknesses, and a fixed purpose to correct them? Are we hasty and impetuous? He that ruleth his own spirit is stronger than he that taketh a city. Are we conscious of insufficient knowledge of any branch which we are called to teach? Let us leave no effort untried to make up the deficiency. Are our habits and manners such as our pupils may safely imitate? Are our thoughts pure, our language discreet and chaste, our aims high, our bearing manly?

It may be a trite remark, but it is none the less true, that we, as teachers, *do* sit at the fountain-head of those streams which are to form the moral life of this commonwealth. Let us cast into those streams the sweet infusion of virtue, of truth, of the fear and love of God.

The political elements rage tumultuously from the Lake to the confluence, from the Wabash to the Father of Waters; but their waves invade not the humble citadels of our toil. The great questions which *now* agitate the land *may* soon be settled; the champions who discuss them *will* soon sleep in the dust. Be it ours so to lay the foundations of a just and enlightened system of EDUCATION FOR ALL, that every school-house in Illinois shall be a Gibraltar of truth, intelligence and freedom, for the generations to come. Brothers all, God speed you in your work.

“JUSTICE is the great but simple principle, and the whole secret of success in all government; as absolutely essential in the training of an infant as the control of a mighty nation.”



A BLUNT, PUG-NOSED FACT OR TWO.—We have good reason for believing that the extraordinary statements which we are about to make will be received by some of our friends with profound astonishment; still, we shall venture to make them.

1. The *Illinois Teacher* is printed upon *paper*, and not upon the leaves of the forest; that paper is manufactured at considerable cost, and is not given away, *mirabile dictu!* but is actually sold for MONEY, and for nothing else.

2. The *Illinois Teacher* is printed by means of *types*, made out of genuine metal, and not out of putty or pumpkin-seed; great will be your amazement to learn that these little, black, villainous-looking types, also, can only be had for MONEY.

3. The *Illinois Teacher*, we are compelled in truth to say, is printed with *ink*, veritable ink, dark as a stack of black cats, and not with a decoction of charcoal and tobacco-juice: would you believe that even for this ink unprincipled men are found base enough to demand MONEY? Immense will be your surprise to hear that it is even so.

4. The *Illinois Teacher* could not be printed without the aid of a huge, cast-iron, complicated, compound, double-acting, sinister-looking monster, called a *printing press*, full of all manner of ill-looking crooks and cranks and springs and wheels, levers, joints, bolts, bars, bands and screws, put together with an art and skill consummate if not infernal. "Shall we speak, or shall we be silent?" this hideous machine is not summoned from the vasty deep nor from the ærial realms, either by the magician's wand or the invocation of sprite and fairy, but comes forth only at the bidding of MONEY.

5. The *Illinois Teacher* would still remain 'without form and void' but for the agency of a numerous and precious set of rascals, called publishers, proof-readers, office-boys, compositors, and (*horribile dictu!*) 'devils'. This might all be well enough, perhaps, were it not for a certain strange conceit which has taken possession of the whole batch, that they must all *wear clothes and eat*, forsooth! just like white folks; and we grieve to say that beef-steak and cassimere can not be had, even in this Christian land, without MONEY.

6. There is, indeed, another nondescript abstraction connected with the *Illinois Teacher*, yclept the editor; but as he belongs to a class of vagabonds who from time immemorial have madly insisted upon the enjoyment of their high privilege and

prescriptive right to 'work for nothing and find themselves', and who, moreover, are supposed to be chiefly distinguished for minimum of brain and longitude of ear, having neither stomach nor 'pheelinks' like the rest of mankind, we rejoice to say that you may 'let him slide' as the only one connected with the *Illinois Teacher* who has no need whatever of, and would not know what in the world to do with, MONEY.

Having made these astounding disclosures, we close with three brief reflections.

Our first remark in view of this subject is, CENTS; Secondly, DIMITES; Thirdly, DOLLARS.

OUR FALL INSTITUTES.—We have never before observed so much activity in organizing and conducting Institutes as now. This seems to be acknowledged, as never before, to be the chosen and most efficient instrumentality in arousing the public mind from its apathy, stimulating teachers to seek for higher attainments, and promoting in them a more cordial enthusiasm for their work. Our excellent State Agent is responding to calls for his services from every direction; special laborers by the score are in the field; our exchanges are lending their aid to the cause and opening their columns for the earnest appeals and arguments of educators; able speakers and lecturers are enlisted from distant portions of this, and even from other States; and still the demand for experienced Institute conductors and drill teachers largely exceeds the supply. We are often appealed to, in person and by letter, for lecturers and helpers, when we have none to send. Friends, are not these hopeful signs? Do they not herald the fact that the depths of public opinion are being broken up, and that the dawn of a nobler era, and a higher triumph for the Free-School Cause in Illinois, is brightening in the Orient?

REMEMBER THE 'TEACHER'.—Do not forget your Journal while discussing the agencies necessary to the elevation of our profession at the various County Institutes. It is the most favorable time to present and urge its claims, if you think it has any. We have not observed a single allusion to it in the proceedings of a single Fall Institute which have thus far fallen under our notice. We do not refer to empty compliments—we do not want them. We want earnest, honest, thinking men

and women to subscribe for the *Teacher*, pay for it, read it, write for it, and work for it. Reader, *dear* reader, are you going to the Institute? Well, will *you* remember the *Teacher*? Will you try to make up a club for it, and send the names and the 'metal' to our good friends NASON AND HILL? Try it, and see if they do not promptly acknowledge the courtesy by sending you a publication whose mechanical execution is a model of taste and beauty, and whose contents are—a—ah—um—that is—er—ah—m-m-m! etc.

'A TERROR TO EVIL-DOERS'.—Such has the strong arm of the law proved to be in the case of that 'respectable' scoundrel and brute, *L. A. Doolittle*, who recently attempted the assassination of HENRY M. KEITH by the hands of a brace of hired bullies.

This cowardly ruffian, *Doolittle*, being a '*gentleman of property and standing*', remembering, no doubt, the escape from Kentucky justice (!) of *Matt. Ward*, the deliberate murderer of the gentle and noble BUTLER, in Louisville, and counting upon like exemption from punishment in Chicago by reason of his 'wealth and respectability', employed two or three bullies, one of whom was named *Allen*, to enter the school-room and execute his murderous vengeance upon Mr. KEITH, for the crime (!), as it seems, of sending his (D.'s) boy home *to wash his face*. But even his 'wealth and respectability' could not save him, and in company (most fit) with his agent, *Allen*, he has been sentenced to six months' hard labor in the city bridewell, and to a fine of five hundred dollars. A sentence most just—all honor to the officers of the law, and to the criminal courts of Chicago.

WRITE FOR THE TEACHER.—Editors can no more 'make brick without straw' than could the ancient Israelites. Teachers of Illinois, this is *your* journal, not the Editors', and its character and usefulness are and must be just what you choose to make them. If you send us facts, items, incidents, news, experiences, fresh and racy, direct from your several localities, then your *Teacher* will be fresh, racy, and instructive. If you send us dull, lame, flat, prolix and insipid platitudes, the *Teacher* must partake of the same general character; for, although a remarkably 'intelligent and amiable individual', we can not galvanize such

dead matter into life—it is not in the power of mortal to do so. If you pass us by altogether, and send us nothing, why, then, you will get nothing; for, as we learnedly said on a former occasion, "*ex nihilo nihil.*" Politicians may be able to invent *their* facts and figures, but the Editors of the *Teacher* can not. Write, then, for your journal.

A WORD TO PARENTS.—Be sure to send your children to school the *first day* of the term. Do not wait—no matter if you do need their services at home, or on the farm, or in the store or shop, a few days longer; no matter if it does cost you some sacrifice, and put you to some inconvenience—send them the first day. If experience and observation are good for any thing, we can speak with authority on this point. The loss of a single day at the beginning of a new term is often absolutely irretrievable; the loss of a week at that important period *may* determine the future destiny of your child, so far as his education is concerned. We could *demonstrate* this if there were time. But be persuaded—take our word for it—send your children the first day.

Since writing the above, we find the same point so well and sensibly urged by another, that we gladly enforce the lesson by copying it:

Much inconvenience and trouble has been experienced by reason of pupils not entering the school at the commencement of the term, but straggling in from three or four days to two weeks after the school commenced, much to their own injury and to the injury of the rest of the school: making it difficult for the Superintendent to grade the schools as they should be at the commencement, and difficult for the teachers to arrange and classify their schools; and parents and guardians are earnestly requested to make an effort to have their children at school at its commencement and through the first week, even if they should be obliged to keep them out the second week in consequence of it. Punctuality, however, is an essential element to the success of any pupil. I never knew a scholar to make much progress who was frequently absent or habitually tardy. We are too apt to limit the loss to the hour or day that is lost. There is a consequential loss far greater than that. The pupil is thrown behind his class, he gets discouraged, he has lost lessons which it was absolutely necessary to have learned in order to understand succeeding lessons, and he travels on in a dense fog, and gets very poorly paid for his labor while there.

A FOOLISH NOTICE!—If it *should* happen that any more new subscribers should be found for the *Teacher*, they are again requested to send the funds direct to our publishers, NASON AND HILL, Peoria, and not to Jacksonville. This will be a saving of time to all parties.

NEW CONTRIBUTORS.—Our readers will not fail to notice the presence of several minds and pens in this number which have not heretofore appeared in the pages of the *Teacher*. We bid them a cordial welcome; they write with force, and to the point. Who comes next?

WE are glad to see so many of our best articles in the columns of our exchanges; it evinces excellent taste and judgment; and what if they do some times *forget* to credit us! They *know* that they are welcome, and that we have 'plenty more left of the same sort'. Help yourselves, gentlemen, since you are enriched and we are none the poorer. It is only a question of taste!

ONE MORE SUGGESTION.—Now is the time when teachers are applying for certificates, either upon examination or renewal. If school commissioners and examiners will spend ten minutes in urging upon each candidate the claims of the *Teacher*, four out of every five will become subscribers. Can you spare those ten minutes?

THE EDITOR FINDETH THE FOLLOWING, AND MUSETH THEREON PROFOUNDLY:

IF ANY one knows why a woman should teach, or do any other good work, for half what a man would receive for the same service, let him give the world the benefit of his knowledge; but if none can give a good reason for this disparity, then all should unite to remove it as injurious and unjust.

ALL WHO have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.

A BABE is a mother's anchor: she can not go far from her moorings. And yet a true mother never lives so little in the present as when by the side of the cradle. Her thoughts follow the imaged future of her child. That babe is the boldest of pilots, and guides her fearless thoughts down through scenes of coming years.

DO YOU suppose that the grown-up child does not want amusement, when you see how greedy children are of it? Do not imagine we grow out of that; we disguise ourselves by various solemnities, but we have none of us lost the child-nature yet.

TO DIG the ore from the mind and to strike the coin at the mint are separate operations, and he who does the one is seldom qualified for the other. To reproach men of letters, as has often been done, with being inferior to natural philosophers in science, to theologians in divinity, to classic commentators in Greek and Latin, is to complain that a single man has been gifted with but a single genius, and has only, like other mortals, a day of twenty-four hours in which to exercise it. If ADDISON could not have elaborated the *Principia*, Sir ISAAC NEWTON was just as incapable to write the *Spectators*.

THE EDITOR MEETETH WITH THE FOLLOWING IN SOME OF HIS MORE CARNAL EXCHANGES, AND HATH SORE TROUBLE TO KEEP THE CORNERS OF HIS MOUTH IN ORDER—YEA, VERILY, HE EVEN LAUGHETH:

A MAN recently *walked* two days *running*, and was *weak* a fortnight afterward.

A VOCALIST says he could sing 'Way Down on the Old Tar River' if he could only get the *pitch*.

AN ILLINOIS PAPER says there is a man out there so dirty that the assessors set him down as 'real estate'.

WHY is twice eleven like twice ten? Because twice eleven are twenty-two, and twice ten are twenty, too.

A LADY having written a letter, concluded it as follows: "Give every body's love to every body, so that no body may be aggrieved by any body being forgotten by some body."

THE following bill was lately presented to a farmer in Sussex: "To hanging two barn-doors, and myself seven hours, four shillings and sixpence."

IN AN Irish provincial journal there is an advertisement running thus: "Wanted, a handy laborer, who can plow a married man and a Protestant, with a son or daughter."

A YOUNG MAN having devoted himself to the special entertainment of a company of pretty girls for a whole evening, demanded payment in kisses, when one of them instantly replied, "Certainly, sir; present your bill."

"PRAY, my good man," said the judge, "what passed between you and the prisoner?" "Oh, thin, plaze your worship," said Pat, "sure I sees Phelim on the top of a wall. 'Paddy!' says he; 'What?' says I; 'Here,' says he; 'Where?' says I; 'Whist!' says he; 'Hush!' says I; and, be my sowl, that 's arl I know about it, yer worship."

A POOR HINDOO, having been released from the cares of this world, and from a scurvy wife, presented himself at the gate of Brahma's paradise. "Have you been through purgatory?" asked the god. "No! but I've been married," he replied, seriously. "Come in, then; it's all the same." At this moment arrived another man, just defunct, who begged Brahma to be permitted to go in also. "Softly, softly! have you been through purgatory?" "No! but what of that? Did you not admit, a moment ago, one who had not been there any more than I?" "Certainly; but he has been married." "Married! Who are you talking to? I have been married twice." "Oh, pshaw!" replied the Brahma, "get away! Paradise is not for fools."

JUDGE OLIN was violently attacked, in court, by a young and very impertinent attorney, but heard him quite through, and made no reply. After the adjournment for the day, and when all had assembled at the hotel where the judge and many of the court had their lodging, one of the company, referring to the scene at court, asked the judge why he did not rebuke the impertinent fellow. "Permit me," said the judge, loud enough to call the attention of all the company, among which was 'the fellow' in question,—“permit me to tell you a story. My father, when we lived down in the country, had a dog—a mere puppy, I may say. Well, this puppy would go out every moonlight night, and bark at the moon for hours together.” Here the judge paused as if he was done with the story. “Well, well, what of it?” exclaimed half-a-dozen of the audience at once. “Oh, nothing—nothing whatever. *The moon kept right on, just as if nothing had happened.*”

WE CLIP the following from one of our exchanges :

MODEL SCHOOL.—We take pleasure in saying that Mr. G. THAYER, a graduate of the New-York Normal School, and late Principal of the Keeseville (N. Y.) Academy, arrived in this city on Saturday morning, 28th ult. He will take charge of the advanced classes in the Model-School Department of the Normal University. His fitness for the station which he will assume on the 18th of September is admitted by all who know him. Parents who wish to give their children the benefit of Mr. THAYER's instruction are requested to apply to C. E. HOVEY, President of the Normal University, or WILLIAM E. FOOTE, at the counting-room of the *Pantagraph* office.

AND THIS from another :

DISTRICT HIGH SCHOOL AT DIXON.—The old Congregational Church edifice has been obtained in which to commence a school of higher grade, for graduates from the lower departments of our district. An examination will be held for the purpose of selecting scholars entitled to the advance, on Saturday, the 28th inst., at 9 A.M. None will be admitted without passing a satisfactory examination. The High School, which will be in charge of A. H. FITCH, Esq., of Chicago, will commence on the first Monday in September. The higher branches of English and the various languages will comprise the main course of study. Mr. BARGE will continue with his old charge.

THAT 'PHONETIC NUT', AGAIN.—Just look here :

EDITOR OF ILLINOIS TEACHER:—I send you the following, which I have transcribed from BENN PITMAN's *Phonographic Magazine*, hoping it will interest some of your readers, and perhaps call their attention to some of the inconsistencies of our arbitrary orthography. When read in connection with an article in the May number of the *Teacher*, entitled 'A Phonetic Nut', we think it rather interesting.

A. L. C.

HOW DO YOU SPELL 'ERYSIPELAS'?—At a recent school-examination in Illinois, the word *Erysipelas* was given out to a class. On examining the slates it was found to be spelled in thirty-one different ways. In commenting on this fact, a teacher, who was not a phonetician, remarks to the effect "if so many blunders are made with an alphabet of twenty-six letters, how many more would be made with an alphabet of forty-five." This fact proves too much for our non-phonetic teacher.

First, it illustrates the very careless manner in which words are often dictated to a class, but which if deliberately and correctly pronounced would not be so variously spelled. It is not improbable that the word was dictated as *eràsipilas*, or *irrisipelas*, or *irrasipilas*, or *erisiplas*, or *erasiplas*, all of which pronunciations are common in the mouths of careless speakers. Let the children bear their part of the blame, the twenty-six-letter alphabet its portion, and the teacher his!

Secondly, it shows that a word of ten sounds has been spelled in thirty-one different ways; but as it could be spelled in thirty-one thousand different ways (all of which would be authorized by the spellings of other words containing similar sounds), the children are not so much to blame as the system.

Thirdly, That the thirty-one possible ways of spelling *erysipelas* show that the use of Romanic letters is somewhat arbitrary, which would have been more strikingly shown had one of the spellings of this word been *Herrhuipscappuiuallachss* (justified by the representation of *e* in *rhetoric*; *r* in *myrrh*; *i* in *guinea*; *s* in *psalm*; *i* in *guineas*; *p* in *rapped*; *e* *mosquito*; *l* in *victuall*—

er (*ua*ll=*l*); *a* in *drachm*; and *s* in *hiss*); which one of the children *might* have offered, but probably did not.

Fourthly, that an alphabet which furnished a letter for every sound, leaving no choice, and therefore presenting no uncertainty to the pupil, in consequence of spelling every word with the exact sounds heard in its pronunciation, would not be productive of more error and confusion than the Romanic.

Fifthly, and that, therefore, the twenty-six-letter alphabet will not be likely to remain the stopping-place for intelligent teachers and inquiring children many years longer.

[The contest (between our dough-face alphabet and its philosophic antagonist) deepens—on, ye brave!]

PERIODICALS.—We acknowledge the receipt of the *Indiana School Journal* for August; the *Connecticut Common-School Journal*, *Michigan* and *New-Hampshire Journals of Education*, *Rhode-Island Schoolmaster*, *Sargent's Monthly*, and the *School and Home Journal*, for September.

The early day at which this number of the *Teacher* must go to press will oblige us to defer a notice of some points in the above-named periodicals, of more than usual interest.

The *School and Home Journal* is a new laborer, just in the field. Its sphere is 'Literature, Science, and Education'. We have only had time briefly to examine the *plan* of it, with which we are greatly pleased. Here is our hand with fraternal greeting, Brother WILLSON—God speed you in your noble enterprise.

Published monthly, by MARCIUS WILLSON, 321 Broadway, New York. One dollar per year, in advance.

#### SELECTED ITEMS.—

MORE than one-fifth of the applicants for certificates in Ohio, the last year, were rejected, namely, 4,618 out of 22,725.

IN OHIO one teacher in nine is a subscriber to the *Ohio Journal of Education*!

[Hence the rejection of so many.]

THERE are 478 students in the Michigan State Normal School.

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#### INTELLIGENCE OFFICE.

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A GENTLEMAN of experience in the management of High Schools, and a graduate of a New-England College, wishes to engage in a first-class situation as *Principal of a High School*. Please address, for a few weeks, 'A. B.,' Malta, Illinois.



# ILLINOIS TEACHER.

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## FREE SCHOOLS AND FIRST-CLASS COLLEGES.

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AN efficient system of free schools is our national safety-valve. The democratic and popular sovereignty system of government finds security and perpetuity only in the virtue and intelligence of the people. To secure that popular virtue and intelligence—to educate the great mass of those who are represented in the councils of the state and nation, is a problem which can only be solved by a system of schools established and, in the main, controlled by the State itself. This is in most of the States, including Illinois, a political axiom, and we will not afflict the readers of the *Teacher* with any argument to prove so plain a proposition.

But, while the general principle of popular education by district free schools is fully and freely conceded, there are minor principles connected with the administration of such schools about which there may be much frank discussion and honest difference of opinion. One of the questions which is intimately connected with the success and utility of the system is, What shall be the maximum grade of the schools in order to impart the proper education to the embryo citizen? or, in other words, How much education is the State in duty bound to furnish her children? The proper answer to this question involves many conditions, and it is upon the proper appreciation of these conditions that the success or failure of many educational enterprises in our comparatively young State depends.

And here, particularly, let me suggest that, while we acknowledge that Illinois is in many respects a *fast State*—in fact a political problem which has seemed to set at naught all experience and philosophy in its solution, yet now that we are permitted to stop, these 'hard times', and turn over the pages of our *old-fashioned* 'political economy' and reflect a little, we conclude that it might, perhaps, have been better for us politically,

financially and educationally, to have thought that wisdom would *not* die with us, and that others who founded systems did know something. Experience is some times a severe school-master, and if we are wise and prudent we may gain much by the lessons she has taught others.

We have no idea of conforming our standard of free-school education to that of the alderman who, in his zeal for education, proposed as a toast, "The three Rs—Readin, Riten, and Rith-metic," nor do we think that adopted in certain legal documents, wherein it is stipulated that the recipient "is to be taught to read the Bible, and cipher in arithmetic as far as the Rule of Three," should be the limit of our liberality. What, then, should be the standard for the great majority of the schools of the State? We say the great majority, because no one but a dreamer can suppose the rural district schools can ever enjoy the advantages of the town or city, any more than the town or city can enjoy the fresh air of the country. We would reply, just that amount of instruction which will fit the citizen to transact the ordinary public and private business of life. Without going into any detail, we would fix the maximum at what is styled a *good English education*. The basis of an English education is a good knowledge of the English language; but from our observation we conclude that most of the children in the schools of the State do not even learn to read so fluently as to acquire the habit, and the desire to indulge it for the intellectual gratification it affords. "Indeed," says HORACE MANN, "when a scholar at the age of sixteen or eighteen years leaves any one of our public schools, I can not see with what propriety we can say he has learned the art of reading in that school, if he can not promptly understand, either by reading himself or hearing another read, any common English book of history, biography, morals or poetry; or if he can not readily comprehend all the words commonly spoken in the lecture-room, the court-room, or the pulpit." If there is this lamentable deficiency in the teaching of youth, with how much reason must we conclude that the so-called higher branches are correspondingly ill-taught. We are hopeful that a reform will be wrought in this direction; but we can only hope for it through the unceasing labors of a more thorough and efficient class of teachers. Our Normal University has a herculean labor here. One thing we are sure of: that such a reform will never be effected by dubbing inefficient pedagogues Professors! or christening a larger portion of the poor little temples dedicated to learning by the magnificent title of High Schools.

By the division of labor among the teachers, the towns, having a larger number of children than the rural districts, can make more improvement by securing a systematic training. As property is more concentrated and valuable, a larger fund can be collected for school purposes; and as the children general-

ly are not employed, as in the country, the schools can be kept open for a longer period during the year. Although these advantages exist in the towns, there are few places where the schools are really better than their neighbors' in the country. To make them better a resort is often had to more complicated machinery; that is, the schools are put into one large house, without grading, without system or uniformity in government, text-books or training, and the thing thus arranged is called a 'Union School', as if the mere name constituted the thing. To crown this happy device there is often created a High School, which is considered the cap-sheaf, the climax of the contrivance, and when this achievement is performed, the self-satisfied creators imagine their system complete, and with all complacency affirm that the educational necessities of the State may be satisfied with 'Free Schools and First-class Colleges'.

M: DE TOCQUEVILLE, an eminent writer upon our institutions, remarks, "I do not believe there is a country in the world where, in proportion to the population, there are so few uninstructed, and at the same time so few learned individuals. Primary instruction is within the reach of every body; superior instruction is scarcely to be obtained by any." It is likely that there are those who would differ from M. DE TOCQUEVILLE both as to the number and superiority of our 'learned individuals', and from very much the same reason we might differ from many in our understanding of the terms 'High Schools' and 'First-class Colleges'.

A high school to us is synonymous with the old-fashioned word Academy—in other words, a school which takes the pupil already considerably advanced and gives him a classical and mathematical training which fits him to enter a 'first-class college'. Such schools are the 'Free Academy' of the City of New York, the 'High School' of Philadelphia, and the 'Woodward' and the 'Hughes' High Schools in Cincinnati. The report of the Board of Education in New York, now before me, says, "The union of the infant schools and college is completed by the Free Academy." Yet these high schools are much higher than many of the so-called colleges of the land, whose high-sounding titles and veracious catalogues may safely be assumed inversely as the exponents of their utter inefficiency. We are acquainted with high schools in which the simplest rudiments of geography, grammar and arithmetic are taught, and one in which English Grammar was not taught, because the teacher said "there was no use in wasting time on grammar, they knew how to talk well enough,"—an assertion not problemetical if the pupils knew no more than their teacher practiced. Judging from what we have seen and heard, we would infer that there are not six free high schools in the State qualified to prepare boys for college, even at the contemptibly low standard many colleges require.

The question now arises, Can such free high schools be established as will 'complete the union of the infant schools and first-class colleges'? Can it be done by establishing a system of free county academies? If any one dream of such an idea, let him journey east and inquire the result of such experiments, especially of Pennsylvania. There they were a total failure, and were long ago abandoned.

The West is proverbial for paper towns, and cities—chartered cities—of five or six thousand inhabitants. Supposing that all our cities are what they pretend to be, how many of them can or will establish even very ordinary free academical schools? Without taking into account the pecuniary impossibility, which might be very easily demonstrated, we will only advert to one fact to show its absurdity, and that is that there are not three cities in the State—perhaps only one—that can have children enough to justify such a school. In proof whereof 'let facts be submitted to a candid world'. In 1854 the City of New York reported 120,590 white children in her free schools, of whom perhaps one-half were boys, and eligible to the Free Academy; of these only 470 were in the school, and the graduating class 22. Thus, with all the superior advantages from a four years' course of free instruction, only 22 pupils continued to graduation. In Philadelphia in 1851 there were 45,383 pupils in the free schools; of these 23,706 were males; of these 485 were in the High School; of these only 18 graduated out of a class that commenced with 115 four years before. In Cincinnati, we find in Report of 1857, were 18,250 pupils in free schools; of these, both male and female, 353 were pupils of the 'Woodward' and the 'Hughes' High Schools; of these 50 graduated, 25 young ladies and as many males; 11 of the young gentlemen have gone or are going to Yale or some other 'first-class college' to take a collegiate course.

Now our idea is, that the less we hear, for many years to come, of establishing our high schools, the more we think we will be making *true progress*. High schools can not be successfully instituted in any locality without time, money and children, and, in addition to this, the hearty assent and coöperation of the people. Enthusiastic directors must learn that they can not rig up a high school as they would inflate a balloon, without imminent danger of a sudden and unfortunate collapse, which will retard a real reform for years, and compel them or their successors to commence anew.

How, then, must the colleges be supplied? We answer, just precisely as is done all over New England now. Having given the masses the opportunity of a good English education in the free schools, let those who have the desire repair to the incorporated academical institutions and fit themselves as required. Those who have the will can easily find the way. The free academies are necessary in the great cities, but with us gener-

ally private enterprise can conduct such schools cheaper and better than the public can do it, and although the grade and teaching of many are a false pretense—a sham, there always will be some of real merit, and a discerning public will find these out and patronize them accordingly. If all or most of our colleges ever do become valuable as means of giving a real, *bona fide*, collegiate training, it will only be when the friends of education unite to advance the true interests of both public and private institutions. When the common schools are made better and fulfill their appropriate duties, then the academies must necessarily flourish, and this without any conflict, for each has its own work to do; and when they both are rendered effective the first-class college will be indeed what it now pretends to be—a ‘FIRST-CLASS COLLEGE’.

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#### EVERY-DAY EXPERIENCES OF A YOUNG TEACHER.

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I AM not an old man. Oh no! Not a gray hair has yet established a squatter's claim upon my well-covered, almost *frizzly*, pate. I can not, at present, even boast of a hopeful mustache or whiskers, those almost universally assumed prerogative of Western (I do n't know how it is with *Eastern*) men—lawyers, school-masters, and—biped asses. I am, perhaps, as much as possible in the situation of young DAVID setting forth to crack old GOLIAH's skull—earnest and hopeful, but not very promising. Therefore I do not assume to instruct. That task we will leave for the present to our elders—to the respected Editor of this journal and his compeers, who are comparatively veterans in the harness, we will listen with pleasure. But, because I can not yet fight in cumbersome harness, may I not venture out with simple sling and smooth brook-pebble if I will, and even throw a little at random at first, by way of practice? I only propose a few every-day items from my school thus far.

I have in my room one or two juveniles who, being of a slightly avaricious turn of mind, or perhaps from dire necessity, have taken to carrying newspapers for sale. I had, consequently (and, for two or three days, while arranging more important matters, was obliged almost to wink at), the presence of quite an armful of the *New York Ledgers*, *Leslie's Illustrated*, and some of the other flashy popular periodicals; though, for the credit of their owners, I must say they were generally carefully stowed away or left quietly upon the desk. (I afterward re-

venge myself for my temporary tolerance by cabbaging outright one of the *German* 'Leslie's' from a shelf in the hall, for the praiseworthy purpose, as I pretended to myself, of perfecting me in that language.)

A small box, perhaps  $12 \times 4 \times 5$  inches, began about this time to attract my notice. It seemed to be a joint stock concern in the hands of two proprietors, one the principal newsboy, and under one of their seats it was carefully and incessantly guarded. Many were the references made to that box, before school, after school, at recess, and at every possibly lawful time. I naturally enough concluded that it served as a repository for a few of the more choice papers, or, perhaps, as a bank of deposit for the small silver proceeds of the business.

One day, after the close of school, as I was making a kind of nightly round of the room, my eye fell upon this treasure, and curiosity prompted me to solve my doubts at once. I opened it and found—not "Three little kittens in a basket of sawdust," but their *converse*—*four tiny mice in a nice nest of shavings!* to which small family these young hopefuls were evidently endeavoring to fulfill the responsible duties of dry nurse! After a *free* exhibition to the school the next morning, they left the school-room with a gentle benediction from the teacher.

The usually sedate (remarkably so for one so young) corners of my mouth *will* twist a little some times at the ingenious *orthography* that meets my eye—almost, if not quite, equal to the '*Erysipelas*' of your May number.

*Eg:* We have a blackboard which seems very benevolent in disposing of its color. The painter, hired to repaint it, indulged the suspicion there had been 'foul treatment' some where, and, after performing the duty more peculiarly his own, left this earnest admonition gratis: "Do n't *tutch* this board untill it is dry!" Phonetician, was n't he?

Written excuses come in somewhat after this wise: "Mr. —, Pleas excuse Nellie for absence yesterday, as she got her feet wet, and her *thought* was sore after it." From a German lady: "*Excus* Hattie  $\frac{1}{4}$  to *Toow* to tek Music Lessens." Glaringly fraudulent attempt of a juvenile to imitate the paternal style: "Pleas excuse — for *absents* yesterday on account of being *cep* (!) at home." The last-mentioned lad, by the unparalleled gymnastic exploit of losing his balance and rolling upon the floor in the recitation-room, succeeded in also completely upsetting the gravity of the whole class and its teacher for the remainder of the afternoon. (It is *barely possible* he may find himself more artificially upset one of these days.) But I will not multiply instances. Are there not some ludicrous tints in even the sober picture of teaching, and would it not be well for those who deal only in monochromatics to tinge their brushes with the same occasionally?

Young teachers, old teachers, *all* teachers who are alive and

in earnest, let us have a chapter of *your* lighter experience! We want variety—we want entertainment in these pages as well as instruction: something to show that, in spite of our wise dignity and immaculate correctness, we are *human* after all; that we are only ‘boys of a larger growth’—which indeed we must be in feeling, if we wish to get hold of these smaller editions of ourselves.

N. W. G.

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P O E T R Y .

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BY W. S. P.

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THERE are two distinctions which should be borne in mind by all scholars in their reading and writing.

The first distinction is between the poet and the rhymster. A poet is one who *creates* or *names*: who interprets old or new thoughts by fresh symbolism. The rhymster repeats *accredited* forms and phrases; and because he has the knack of using choice metaphors and polished diction he is mistaken for a poet. Smooth writing, and facility of versification, and expertness in piecing together poetic words and images, do not constitute Poetry. In a hundred thousand verses there might not be *one truly poetic thought*. Neither does poetry mean something which is fanciful and unreal. By poetry we mean invisible truth as distinct from that which is visible. Not every invisible truth; not, for example, the invisible truths which are perceivable by the understanding—as mathematics; but the invisible realities which are recognized by the *imagination*. We will take an illustration. Let men look upon the railroad in front of my house, and one will see nothing but the *machine* that conveys the travelers to their destination. This is a truth, but only a *visible* one. To the engineer it suggests the idea of a broad and narrow gauge; he talks of gradients, etc. Another truth: that which is appreciable by the *understanding*. Then let the poet come, with that eye of his ‘glancing from heaven to earth, from earth to heaven’, and his *imagination creates* another class of truths: the suggested meaning to him is the *triumph of mind over matter*; the *gradual annihilation of time and space*. He sees in these railroads stretched throughout the land the approaching times of peace and union; and so he bursts out into his high prophetic song of the time

“When the war-drum throbs no more, and the battle flags are furled  
In the parliament of man, the federation of the world.”

All this is truth; neither *seen* nor *reasoned* truth, but truth to the *imagination*. Truth just as real in its way as the others are in theirs. And this is Poetry.

Take one other case: Sir CHARLES NAPIER's subjugation of the robber tribes of the Cutchee Hills, in the north of Scinde. Those warriors had been unsubdued for six hundred years. They dwelt in a crater-like valley, surrounded by mountains through which there were but two or three narrow entrances, and up which there was no access but by goat-paths, so precipitous that brave men grew dizzy and could not proceed. So rude and wild was the fastness of Trukkee, that the *entrances* themselves could scarcely be discovered amid the labyrinth-like confusion of rocks and mountains. It was part of the masterly plan by which Sir CHARLES NAPIER had resolved to storm the stronghold of the robbers, to cause a detachment of his army to scale the mountain-side. A service so perilous could scarcely be *commanded*. Volunteers were called for. There was a regiment—the 64th Bengal infantry—which had been recently disgraced in consequence of a mutiny at Shikarpoor, their colonel cashiered, and their colors taken from them—a hundred of these men volunteered. "Soldiers of the 64th," said their commander, who knew the way to the soldier's heart, "your colors are on the top of yonder hill!" Where is the precipice that would have deterred the 64th regiment after words like those from the lips of the conqueror of Scinde?

And now, suppose you had gone with *common sense* and *economic science*, and proved to them that the colors they were risking their lives to win back were worth but so many shillings, sterling value—tell me, which would the stern workers of the 64th regiment have found it easier to understand—Common Sense or Poetry? Which would they have believed—Science, which said "It is manufactured silk," or Imagination, whose kingly voice had made it 'colors'. It is in this sense that the poet has been called, as the name imports, *creator, namer, maker*. He stamps his own feeling on a form or symbol, names it, and makes it what it was not before: giving to feeling a 'local habitation and a name' by associating it with form. Before it was silk—so many square feet; now it is a thing for which *men will die*. Symbols perish; Poetry never dies. There was a time when the Trojan war, before HOMER sang it, was what MILTON says of the unsung wars of the Saxon Heptarchy, a conflict of kites and crows; the martyr's stake a gibbet; Olympus and Parnassus, and a hill more *holy* still, *common hills*. The time *may* come when, as these were once without poetical associations, most of them will be unpoetical again. When the old colors of a regiment are worn out, it is some times the custom to burn them and drink the ashes in wine, with solemn silence, before the consecration of new colors. Well, that is all we want. Let old forms and time-honored words perish with



due honor, and give us fresh symbols and new forms of speech to express, not what our fathers felt, but what we feel. GOETHE says, "The spirit-world is not foreclosed. *Thy* senses are dulled; *thy* heart is dead. Arise, become a learner; and bathe that earthly breast of thine, unwearied, in the dew of a fresh morning."

The next distinction is between the poet and the mystic. The poet uses symbols, knowing that they are symbols: the mystic mistakes them for realities. Thus, to SWEDENBORG a cloud, or a vine, or a cedar, corresponds throughout Scripture with one mystic spiritual truth—means one thing, and *but* one. And thus to the mystical formalist a sign or symbol is confused with the *truth* which it symbolizes: that symbol is *the* symbol of that truth; and to treat the symbol as HEZEKIAH treated the brazen serpent is sacrilege. Now the poet remains sane upon this point: his 'fine frenzy' never reaches the insanity which mistakes its own creations for fixed realities. To him a cloud or a flower may express at different times a thousand truths; material things are types to him, in a certain mood, of this truth or that; but he knows that to another person, or to himself in another mood, they are types of something else.

The Germans say that the world has produced only three poets of first-rate genius: HOMER, SHAKSPEARE, and GOETHE. This, I suppose, is an exaggeration; nevertheless, it is true that the highest poets have been, like them, not a class or caste, but of humanity. Only a few, like HERSCHEL and HUMBOLDT, can adequately comprehend the *Cosmos*, or *Order of the Universe*; there is no one who can not read a *page* of it. Compare two poets who see in Nature not themselves, but Nature; who are her voice, not she theirs. Of this class there are two divisions: the first represented by SHAKSPEARE; the second by WORDSWORTH. SHAKSPEARE is a universal poet, because he utters all that is in men; WORDSWORTH, because he speaks that which is in all men. There is much difference between these two statements. The perfection of SHAKSPEARE, like all highest perfection, consists, not in the predominance of a single quality or feeling, but in the just balance and perfect harmony of all. You can not say whether the tragic element of our nature or the comic predominates; whether he has more sympathy with its broad laugh, or its secret sigh; with the contemplativeness of Hamlet, which lets the moment of action pass, or the promptitude of Hotspur; with the aristocratic pride of Coriolanus, which can not deign to canvass the mob for votes, or the coarse wit and human instincts of the serving-man. WORDSWORTH, on the contrary, gives to us humanity stripped of all its peculiarities—the feelings which do not belong to this or that man, this age or that, but are the heritage of our common nature.

Now, to compare the various influences of these poets. And first, to compare class with class. The poet in whom indi-

viduality predominates will have a more definite influence; he of whom universality is the characteristic a more wide and lasting one. The influence of COWPER, MILTON, or BYRON, on individuals is *distinct* and *appreciable*; that of HOMER and SHAKESPEARE, almost imperceptible on *single* minds, is spread *silently* over AGES, and determines the character of the world's literature and the world's feeling. MILTON is placed with honor on our shelves. BYRON is read through and through. Tell us that a man's favorite poet is such as YOUNG, or POPE, or TENNYSON, or BYRON, or POE, and we know something about his character; but tell us he delights in HOMER or SHAKESPEARE, and we know as yet no more of him than if it had been said that *life has joys* for him. He may be a Wellington, or he may be a clown.

Permit me to offer to the pupils in our schools, for whom I write, a word of advice, resulting from what has been said.

*First*: Cultivate universality of taste. There is no surer mark of a *half* educated mind than the incapacity of admitting various forms of excellence. I know we all color nature with our own pursuits. To a sportsman, a rich field is a covert for game; to a farmer, the result of guano; to a geologist, indication of a certain character of adjacent rock; but men who can not praise POPE without dispraising COLERIDGE, nor feel the stern, earthly truthfulness of CRABBE without disparaging the wild, ethereal, impalpable music of SHELLEY, nor exalt LONGFELLOW except by sneering at BRYANT, are precisely the persons to whom, in consistency, it should seem strange that in God's world there is a place for the eagle and the wren, a separate grace to the swan and the humming-bird, their own fragrance to the cedar and the violet, the magnolia and the rose. Enlarge your tastes, that you may enlarge your hearts as well as your pleasures; *feel all that is beautiful—love all that is good*. The first maxim in poetry and in art is: sever yourself from all partyism; pledge yourself to no school; cut your life adrift from all trammels; be a slave to no maxims; stand forth, unfettered and free, servant only to the truth; and if you say, *But this will force each of us to stand alone*, I reply, Yes, *grandly alone*, untrammelled by the prejudices of any, and free to admire the beauty and love the goodness of them all.

*Secondly*: Of the writers in whom the *man* predominates over the *poet*, choose such only as are the unfeigned servants of *goodness*—I do not mean *goodliness*—to be your special favorites. In early life it is, I believe, from this class solely that our favorites are selected; and a scholar's character and mind are moulded for good or for evil far more by the forms of *imagination* which surround his childhood than by any subsequent scientific training. We can recollect how a couplet from the frontispiece of a hymn-book struck deeper roots into our being, and has borne more manifest fruits, than all the formal training we ever received; or we can trace, as unerringly as an Indian

on the trail, the several influences of each poet through our lives: the sense of unjust destiny which was created by BYRON—and that long, loud wail of Byronism will pierce through hundreds of similar souls; the *taint* of MOORE's voluptuousness—he is always brilliant, but seldom powerful; the hearty, healthful life of SCOTT; the eager longings after immortality of HENRY KIRKE WHITE; the calming power of WORDSWORTH; the kindliness, benevolence and generosity of HOOD; the masculine vigor of DRYDEN; the grace and energy of Mrs. NORTON; the serio-comedy of BURNS; and the religion, in 'Gorgon horrors clad', of POLLOK and *some other religious poets*. It is only in after years that the real taste for the *very highest* poetry is acquired. Life and experience, as well as mental cultivation, are indispensable. In earlier life the influence of the *man* is mightier than that of the *poet*. Therefore, let every young person especially guard his heart and imagination against the *mastery* of those writers who sap his vigor and taint his purity, while spending his leisure hours with Mrs. HEMANS or Mrs. SIGOURNEY, with VIRGIL or PERCIVAL, with KEATS or MONTGOMERY, or with any other poet that

“ . . . . in a golden clime was born,  
 With golden stars above;  
 Dower'd with the hate of hate, the scorn of scorn,  
 The love of love.”

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T O - D A Y .

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Lo! here hath been dawning  
 Another blue day!  
 Think, wilt thou let it  
 Slip useless away?

Out of Eternity  
 This new day is born:  
 Into Eternity  
 At night will return.

Behold it aforetime  
 No eye ever did,  
 So soon it for ever  
 From all eyes is hid.

Here hath been dawning  
 Another blue day:  
 Think, wilt thou let it  
 Slip useless away?

CARLYLE.

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“WILL you give me them pennies now?” said a big newsboy to a little one, after giving him a severe thumping. “No, I won’t,” exclaimed the little one. “Then I’ll give you another pounding.” “Pound away. Me and Dr. FRANKLIN agrees: Dr. FRANKLIN says, ‘Take care of the pence, and the pounds will take care of themselves.’”

## SCHOOL ARCHITECTURE—NUMBER III.

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To heat and ventilate a dwelling-house properly requires a considerable degree of scientific knowledge, but to arrange the conditions necessary to secure fresh warm air sufficient to supply oxygen to from thirty to fifty pair of lungs in the school-room not only requires knowledge but considerable skill also in its application. There are many who do not appreciate the immense importance of this subject as connected with general education. A little attention to the facts connected with it would convince the most sceptical that it is one of the most pressing and practical questions connected with the improvement of the common schools.

Many a fond parent is filled with distress and anxiety at seeing the child of darling hopes fade and fail in physical health because it goes to school. The study is condemned, the discipline is censured, or the teacher is blamed, as the cause of the difficulty, when, if the case was investigated, the wrong done to the child and the school would be ascribed to an improper condition of the atmosphere in the school-room. Without any display of technicalities, it is only necessary to state that the air we breathe consists of elements so combined naturally as to preserve health and invigorate the body, and that the use of the air, by passing it into the lungs to purify the blood, changes the combination and character of those elements so as to render it unfit for further respiration. If a mouse or bird be put under a tumbler or be inclosed in any air-tight vessel, it will soon faint and die, and the reason is plainly seen: it breathes the air again and again, until in a short time its vitality or life-sustaining element is destroyed, and it can breathe no more.

Pure air is as necessary to health and strength as good food. When persons are confined in a close room the air becomes impure, and they are made aware of the fact by faintness, nausea, head-ache, and frequently by bleeding at the nose—the lungs can not perform their functions, and thus arise the unpleasant sensations. “Where pupils breathe for a series of years such vitiated air, their life is undoubtedly shortened, by giving rise to consumption and other fatal diseases.”

One reason of the almost universal inattention to the subject of ventilation is the fact that both private and public houses are so erected that we can make no comparison between good and bad—they are all so nearly alike. Mr. DOWNING, in his *Rural Essays*, characterizes the impurity of the air in our unventilated, stove-heated rooms, “the favorite poison in Amer-

ica." "Not the least remarkable example of the power of habit," says BIRNAN, in his *Art of Warming and Ventilating Rooms*, "is its reconciling us to practices which, but for its influence, would be considered noxious and disgusting. We instinctively shun approach to the dirty, the squalid and the diseased, and use no garment that may have been worn by another. We open sewers for matters that offend the sight or the smell and contaminate the air. On the other hand, we resort to places of assembly, and draw into our mouths air loaded with effluvia from the lungs, skin and clothing of every individual in the promiscuous crowd—exhalations offensive, to a certain extent, from the most healthy individuals; but when arising from a living mass of skins and lungs, in all stages of evaporation, disease and putridity—prevented by the walls and ceiling from escaping—they are, when thus concentrated, in the highest degree deleterious and loathsome."

Another reason why both public and private houses are not ventilated is that there are so few who know the means of accomplishing it. We would no more expect our school-directors to plan school-houses securing suitable ventilation than we should expect the blacksmith to preach us a sermon, or the minister to shoe a horse. It is not their trade. About ten cubic feet of air is taken into the lungs every minute; of this, a large per cent. is rendered unfit to enter the respiratory organs again. To preserve the purity of the atmosphere, that which is vitiated must be carried off, and fresh air furnished in its stead—a constant current of warm air must be made to circulate through the room. This is ventilation. How can this be done, is a question more easily asked than answered; but that it can and ought to be done in every school-house in the State, large and small, will admit of no dispute. It is not every one who styles himself an architect that can accomplish the work, as we have seen. We know of one instance where an architect planned to furnish school-rooms containing 5333 cubic yards with fresh air through an aperture of about 12 square inches. Fortunately, he was not permitted to spoil the job, although it was far advanced in building—the defect was in a great measure supplied and an aperture of 24 square feet was made. We know another where the architect intended to introduce cold air to two furnaces in order to heat and ventilate a house 90 × 40 feet and three stories high, the aperture being about 12 × 14 inches. In this, also, the tin conductor, which was intended to convey the heated air from the furnace, was no larger than the cold-air conductor to it, and was so arranged that a pine plank rested on it. It was evident that the architect and builder did not reflect upon the expansion of heated air or the liability of soft pine wood to burn. We know another, that has been mentioned several times in the *Teacher* as a fine and suita-

bly-erected house, calculated to contain from 150 to 180 pupils. There is no ventilation except what is afforded by the windows. The rooms are heated by large coal stoves, the pipes of which are carried the whole length of the rooms directly over the heads of the teachers and pupils, thus having a heated radiating surface to burn their brains out as well as their lungs. In this house, also, are closets, called recitation-rooms, probably  $14 \times 16$  feet, in which there is a close stove, without any arrangement for introducing pure air and expelling foul. Into these 'Black Holes', not of Calcutta, are sent a teacher and from a dozen to twenty pupils—to grow intellectually and physically. We know another house where the 'recitation-room' is probably  $8 \times 18$  feet, and which is also used as the receptacle of wet clothes, umbrellas and overshoes—together with a teacher and class. This house has also been commended in the *Teacher*. We know another house where are two recitation-rooms having stoves, which are  $12 \times 16$ , into which a class of twenty pupils is daily introduced—we were intending to say daily taught, but we think in such a prison there would of necessity be but little teaching or learning. We know another house, highly-commended in the *Teacher*, in which the recitation-rooms were planned by the architect (?) to measure  $8 \times 11$  feet. Railroad cars have openings at the top and ventilators placed on them. These are sufficient to preserve the purity of the air, provided some windows or the doors are left open to create a circulation; but when windows and doors are closed tightly and the stove burning it is impossible to exhaust the vitiated air, for there is no chance to supply the vacuum by a fresh supply. Upon this principle is constructed another house, upon which extra encomiums have been lavished in the *Teacher*. In many respects it is a fine building, but in this, except for the name, it might as well be said to have no provision for ventilation. There is no provision for admitting fresh air, the rooms are heated by stoves, and the little holes intended as ventiducts are upon the same side of the room with and close to the stoves, so that no current of air can be established. When we refer to the compliments paid to some of these houses in the *Teacher*, we do not wish that it should be considered responsible for the blunders of some of its careless or indiscriminating correspondents; nor do we mean to cast disrespect upon the professional architect: we only wish to have it understood that all those who are good master-carpenters are not, therefore, architects.

Can such information be secured, condensed into proper form, and circulated in every school-district in the State, as will prevent such building blunders as we have enumerated? We think it can be done, and will endeavor to point out an easy, cheap and efficient way of accomplishing it in our next communication.

A. M. G.

## L O S S E S .

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BY FRANCES BROWNE.

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Upon the white sea-sand  
There sat a pilgrim band,  
Telling the losses that their lives had known ;  
White evening waned away  
From breezy cliff and bay,  
And the strong tides went out with weary mean.

One spake, with quivering lip,  
Of a fair-freighted ship,  
With all his household to the deep gone down ;  
But one had wilder woe,  
For a fair face, long ago,  
Lost in the darker depths of a great town.

There were who mourned their youth  
With a most loving ruth,  
For its brave hopes and memories ever green ;  
And one upon the West  
Turned an eye that would not rest  
For far-off hills wherein its joys had been.

Some talked of vanished gold ;  
Some of proud honors told ;  
Some spake of friends that were their trust no more,  
And one of a green grave  
Beside a foreign wave,  
That made him sit so lonely on the shore.

But, when their tales were done,  
There spake among them one,  
A stranger, seeming from all sorrow free :  
Sad losses have you met,  
But mine is heavier yet,  
For a *believing heart* is gone from *me*.

Alas ! those pilgrims said,  
For the living and the dead,  
For Fortune's cruelty and Love's sure cross,  
For the wrecks of land and sea ;  
But, howe'er it came to thee,  
Thine, stranger, is Life's last and heaviest loss.

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QUILLS have been defined to be things that are some times taken from the pinions of one goose to spread the opinions of another.

## REMINISCENCES OF THE 'OLDEN TIME'.

## MY FIRST SCHOOL IN MUDLARK PRAIRIE.

It was in the Autumn of the year 183—, on one of those lovely days so exclusively American, and so frequent in and peculiar to this most beautiful season, that the author of this sketch, without a relative or friend, and scarcely an acquaintance, on the vast continent of America, arrived in *Mudlark Prairie* to take charge of his first school.

On the first morning of my professional duties, although I was at the school-house a full hour in advance of the prescribed time, I found nearly a dozen men, including the school-trustees, assembled under a tree near the building, each engaged in masticating the 'weed' and in whittling a stick, while the house was filled to its utmost capacity with pupils of both sexes, from three to twenty years of age. The larger boys formed the front rank, in the door and windows, and on their shoulders were perched the smaller fry, who tenaciously held their ticklish positions, in spite of the vociferously-expressed vetoes to the contrary of the former, and their useless attempts to drive the little 'squatter sovereigns' from their 'claims', by repeated cuffs, pinches and gouges; while in the rear, elevated on desks and benches, and even on the backs of a few good-natured, non-combatant masculines,—swaying to and fro, psuhing, hauling, wriggling, squeezing, giggling, and chattering like so many monkeys—were the girls.

While engaged in conversation with the men under the tree, I occasionally overheard such colloquies as the following, uttered by no means in whispers:

*Boy*.—"My yeye an' Betty Martin, Jake, arn't that 'ere feller raäl British? How red he is 'bout the gills!—I say, git off o' me, you!"

*Second Boy*.—"He ain't much ov a bulger, is he? I could lick him myself, an' not grunt at it, neither. Golly! do n't he carry a sarn-take-it high head?"

*First Boy*.—"He do that, jis' like a dad-rot-it, blue-belly, half-starved, Yankee sing'n'-master, hunt'n' possums up a gum-stump. —Cracky, Sam! jis' you gin me sich anuther poke in the mush-pot as that, will you, an' see ef I do n't gi' you thunder. —He looks like he was snuff'n' a 'coon. Better look out, ole feller!"

*Big Girl*.—"Jiminy, Sal! hain't he got on a pooty shirt? I thought the Britishers never wore shirts! Wonder whar he got it, and what it could 'a' ben a yard! 'T would make a dick-ns of a nice dress."



Sal.—“I b’lieve I’ll hax him whar he got it, some time. ’Tis jes’ for all the wur’l’ like aunt Polly’s new dress, on’y hern’s red checkerdy, sorter, and hiz’n’ is blue stripedy. I wish Mr. Harkness would send on to the East for some like it. We used to trade to Flem’s; but last time we went to town bubby licked the ’lasses, and Flem jawed like sixty; so that made ma’m snort’n’, and she swow she would n’t trade to Flem’s agin to save his neck.—Law, Kitty, chile! I do wonder if that ’ere ring on his finger is gool!”

Kitty.—“What a gump you must be, Sal! I’d speak ov that bein’ gool! I’ll be boun’ ’t is either pewter, else what them calls ligny-wity. Gool, indeed! Lor’, ain’t he proud? Wonder ef he’s married, or gwine to be.—Sakes, Lowzy, ef you do n’t quit push’n’ I’ll holler an’ tell the master.”

Louisa.—“Well, now, s’pose you do! Who cares for the master? I’se shure I do n’t. He knows better’n to tetch me, so he does; if he wooz to I’d tell my pap, so I would.”

Big Boy.—“Knows better’n to tetch who, sass-box? I’ll bet a chaw ov t’backy, Lowzy, he’ll lick you ’fore you kin turn roun’ three times, you’s sitch a sarn-take-it sassy erittur.—Jakey, I wish you’d jis’ scratch my head for me; I ca’ n’t git my hands out.—Gosh! them ’ar Britishers is mighty peppery, I tell you, when their Irish is up.—You, Lowzy! war n’t that you pulled my har? Sakes! ef I wooz sart’n shure it wooz ef I would n’t—”

Louisa.—“Would you, darlin’? Guess you would n’t, neither. Ef you wooz to, sorter reck’n you’d miss it mightily, ef you did n’t ketch it.—You, Jim Shelton! quit your behavior and larn to do n’t. Better not spit your ambeer on my new dress, or I’ll pull your har for you, and make your punk’n itch to do some good, so I will.—Scissors! tumble down in a hurry, gals; the master’s a-com’n’!”

As I entered the room, preceded by the *triumvirate* and their posse, there was a rush backward from the door and windows, a crash of benches, and an overthrow and prostration on the floor of girls and boys, promiscuously, in their haste to retreat to their seats. After the lapse of a minute or two, however, a moderate degree of order was effected, when one of the *mag. nates*, addressing the ‘boys an’ gals’ in a serio-ludicrous style of officious pomposity, made them ‘acquainted’ with ‘the master’.

The introduction was received with various signs of wonder by the juveniles. I then, as ‘in duty bound’, attempted to ‘say something’ to them, and commenced my address with ‘Young Ladies and Gentlemen’; but I was forthwith stopped short by, first, a barely-audible titter among the younger fry, while the elder females abruptly turned their backs and applied their aprons or skirts to their mouths and noses, with the evident design of smothering a laugh. Finally, on one young scape-grace tumbling headlong over a prostrate bench, the whole bevy of

girls exploded a volley of the loudest and most uproarious cachinnation, in which they were speedily joined by the boys of every age. Completely dumbfounded as I unquestionably was at this, to me, unexpected and novel scene, I could do nothing but look alternately at the young hopefuls and the trustees; but the former only dodged behind each other, and peeped at me with the most roguish and tantalizing effrontery from their ambuscades, while the latter stared and laughed as heartily as the most boisterous of the mutineers. As I was entirely at a loss to comprehend the cause of such ill-timed mirth, I anxiously awaited an explanation from some of the officials. At length the oldest and most demure of those personages controlled his feelings sufficiently to whisper in my ear, "You made a mistake, sorter, in calling them 'ladies and gentlemen', 'ticklerly in putting the ladies afore the gentlemen. If you'd say 'boys and gals'—the boys had always oughter go first, that's what we's used to in these diggin's—it'll all come round right."

On receiving this explanation, I felt almost as much difficulty in controlling my risible muscles as any of those around me had done; but, after sundry raps on a desk near me, I succeeded in restoring something like order, and in partially commanding the attention of the school.

AN OLD TEACHER.

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TRIUMPH OF MIND OVER MATTER.—Dr. ELDER, in his biography of the late Dr. KANE, relates that he once asked him, after his return from his last Arctic expedition, 'for the best-proved instance that he knew of the soul's power over the body—an instance that might push the hard-baked philosophy of materialism to the consciousness of its own idiocy'. He paused a moment, and then said, with a spring, "The soul can lift the body out of its boots, sir. When our captain was dying, I say *dying*—I have seen scurvy enough to know—every old scar on his body was a running ulcer. If conscience festers under its wounds correspondingly, hell is not hard to understand. I never saw a case so bad that either lived or died—men die of it usually long before they are so ill as he was. There was trouble aboard; there might be mutiny. So soon as the breath was out of his body we might be at each others' throats. I felt that he owed even the repose of dying to the service. I went down to his bunk, and shouted in his ear 'Mutiny, Captain, mutiny!' He shook off the cadaverous stupor: 'Set me up', he said, 'and order these fellows before me.' He heard the complaint, ordered punishment, and from that hour convalesced. Keep that man awake with danger, and he would n't die of any thing until his duty was done."

## HOW I TAUGHT CHILDREN TO SPELL.



I HAD in my school several scholars who wrote a good plain hand. With their aid I had a full copy of the Eclectic Primer and Eclectic First Reader written off. Only one side of the paper was written on. When a page had been written to suit me, I pasted it upon a bit of board marked with the number of the page. As soon as the pupil had taken a good look at o-x and *began* to understand that they made *ox*, I showed him the same thing on the board and then requested him to copy it from the board on his slate. By the time he was half through the Primer he, when called to his class, came with some of his lesson written upon his slate. Another member of his class was assisted in pointing out the errors on his slate, while he was doing the same for the other. By the time the class was ready to commence with the Second Reader, they had become so familiar with the exercise that all the copy they needed in writing was a plainly-written alphabet, which they could look at when they pleased. By this time they became expert critics. Each came to his class with the first verse of his lesson and his name on his slate. I gave the word *pass*. Every one passed his slate to his left-hand neighbor, while I passed the slate of the one upon the extreme left to the one upon the extreme right. Each member of the class, with the book open before him, examined the slate which had been passed to him, and by a mark indicated the place where he discovered an error, but did not correct it. Each one, as soon as he finished looking over a slate, laid it at a place convenient to me. I examined each slate, calling the owner to me when necessary.

When the class commenced in the Third Reader, they came to the recitation-bench with clean slates. At the word *write*, every one commenced writing, his book being open before him. As soon as he had written his verse he held his slate perpendicularly—the written side being against his breast, the slate held by the left arm, while with his right hand he held his book and studied, until the word *pass* was given. Some times, instead of *pass*, I said *present*, when all simultaneously came to their feet, and held their slates in such a position that I could glance over each. I passed down the class, making a straight mark on such as were right and a cross upon such as had a mistake. When they were half through the Third Reader they came to the bench with clean slates. At the word *write* they closed their books, and I repeated a few words of each verse. Each commenced writing at once, and as soon as he had written the words which I had spoken he held his pencil in a position that

indicated to me that such was the fact. When all indicated that they had written the words that I had repeated, I repeated the succeeding words, and thus proceeded through the verse or as far as I chose—then corrected as before. Their books remained closed while the corrections were making. In going through with the Third Reader the second time we pursued the same course, except that, instead of copying the verse, they wrote a paraphrase of it. [I have not finished my story, but this article is too long now.]

B. G. ROOTS.

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### EDUCATIONAL MEETINGS.

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WHITESIDE COUNTY TEACHERS' INSTITUTE.—Our Institute met at Prophetstown, beginning September 27, and continuing till October 1.

Besides the ordinary branches, we had exercises on the subjects of *Composition, Calisthenics, School Government*, etc., etc. The exercises were conducted entirely by our own members, and the plan seemed to work admirably. The evening sessions were devoted to more popular performances. Various resolutions were discussed, and among others the ensuing:

*Resolved*, That the most beneficial results of the Common School can never be realized until there is a more general visitation by its patrons.

*Resolved*, That the County Commissioners publish in the county papers a report of each school, so that the people may be better acquainted with the merits and demerits of the several teachers employed.

Some fine poems were read—*The Hope of the Mute*, by Miss MARY SMITH, of Lyndon, and the *nameless effort* by Miss JENNIE SAVILLE, of Eric. Mr. CAMPBELL, of Union Grove, delivered a lively, suggestive address on *The Teacher as a Reformer*, and W. W. DAVIS one on *The General Exercises of the School-Room*. An interval was given during the evening sessions for the relation of 'Experiences' by the teachers, and rich experiences many of them were. A resolution was passed recommending the *Teacher* to every teacher in the county.

This session of our Institute was one of the most gratifying encouragement. The attendance of teachers was large and spirited, the weather was pleasant, a deep feeling was excited in the aims of popular education, and all separated invigorated and encouraged.

The citizens of Prophetstown gave us a most cordial entertainment and showed a deep interest in our exercises and debates.

W. W. DAVIS, Secretary.

MORGAN COUNTY INSTITUTE.—The friends of education in Morgan county met on Thursday, August 24th, and, after listening to a very instructive address from President RUSSELL, of Berean College, organized an Association. The exercises lasted two days. The first exercise in modes of instruction was upon *Geography*, by J. H. BLODGETT. A set of outline maps were introduced, with some simple apparatus, with which to illustrate the modes of teaching. The modes presented elicited a very great interest, and met the general approbation of teachers present. An exercise in *Grammar* was conducted by Dr. WILLARD and J. H. BLODGETT, and an impression left that there were other modes of teaching how to use the mother tongue besides the old, stiff, stereotype way. Tuesday night the audience had the pleasure of hearing Prof. BATEMAN read a paper on *School Government*, of which we can only say now, it was powerful, sensible, instructive, and worthy of the man. An exercise in *Written Arithmetic* was conducted by Dr. WILLARD. A short time was spent by J. H. BLODGETT in the explanation of apparatus. The articles of primary, common and high school apparatus of the Holbrook Company, attracted attention and interest, which culminated in wonder when the speaker concluded by exhibiting as a curiosity the Gyroscope. Prof. SANDERS entertained the Association with an elocutionary drill. We say *entertained*, for we believe it was a real pleasure to listen to his remarks and participate in the 'vocal gymnastics'. A valuable article on *The Study of the English Language* was read by Dr. WILLARD. The usual business was transacted, and the Association adjourned to meet about the first of April next.

S. T. D.

THE FULTON COUNTY INSTITUTE held its fifth session in Cuba, beginning September 20th. There were only eighty-six teachers present, but their zealous labors gave ample assurance that new impulses had aroused their energy.

Monday evening was designed for nothing more than a preliminary 'business' meeting, but ere the 'twenty-four' who were prompt to the opening hour had grasped each others' hands in welcome, lo! the session-room was filled with the kind, good friends of Cuba. Discouraged that no more teachers were at our opening, we were cheered by the kindly welcome that beamed in every face—we even dared to believe that the influences of our session in Cuba two years before had lessened not by lapse of time. 'Business' was hastily dispatched, and most of the evening occupied by Pres. HASKELL in 'a very earnest, worthy and appropriate speech in regard to the present system of teaching, and the responsibilities and duties of teachers and patrons'.

At Tuesday noon we were cheered by the presence of our State Agent. Although worn down with his labors and the

fatigue of road-travel, his pleasant 'phiz' and ready hand to work brought a thrill of interest to every heart. During the week thorough drills were had in the various branches taught in our schools; and different methods of teaching were duly canvassed. Lectures were delivered: on *The Duties and Hopes of the Young Men and Women of the West*, by J. S. TARTAR; on *Parent and Teacher—a Review of our Educational position*, by S. WRIGHT; on *The Influences of Education*, by C. E. FAHN-ESTOCK. On Friday night there was a spirited discussion on resolutions, the committee on which asked, and were granted, time to prepare a memorial or address to the patrons of schools in the county. After the session was duly closed and the audience had retired, the members enjoyed a little feast of fun, through the reading of a budget of puns, squibs, jokes, etc., prepared for the occasion.

Our State Agent assured us our Institute was a 'perfect success'; and it was with pleasure that we saw that his attendance upon our session had lightened his heart and strengthened his hands for future work. Few men would *do* the work he has done, or could do it as *effectually*—his words, plain but full of thought and feeling, have made their lasting impression in our midst. God speed our WRIGHT!

CANTON.

DEWITT COUNTY ASSOCIATION met at Clinton on the 30th of August, and was opened by an address from J. H. BLODGETT, who conducted the exercises of the session. Owing to the great preparations that week for a political demonstration, and an unusual amount of sickness, the exercises were not attended as they should have been, and in fact the great barbeque of September 2d crowded them aside altogether. We regret that the efforts of friend McCORKLE and the conductor seemed to effect no more, but we are glad to hear that so satisfactory were the exercises, that the County Commissioner declares they will have an Institute worthy of themselves yet this Fall. That's right. We expect to print a good report of Dewitt before the year closes.

THE MACOUPIN COUNTY TEACHERS' INSTITUTE met at Brighton September 6th. The State Agent was present the first two days of the session, J. H. BLODGETT after the first day. Addresses were delivered by the Agent, by J. H. BLODGETT, Prest. REED, of Shurtleff College, and W. M. GUILFORD, of Bunker Hill, which were of value and interest. There were not so many teachers present as should be in a county which has probably one hundred and twenty districts, but those who did come were evidently in earnest. The audiences at the lectures were good. Many questions of importance to teachers were discussed, a notice of which we have not room for. The Association adjourned to meet in April next at Bunker Hill.

LIVINGSTON COUNTY INSTITUTE.—The teachers of Livingston county held a meeting last April at Pontiac, at the invitation of J. H. HAGERTY, the County Commissioner, for the purpose of organizing an association for mutual improvement. They spent part of two days together, and resolved to have an Institute of Instruction at Dwight during the first week of October. At that time and place about twenty teachers assembled, and, under the supervision of the commissioner, with Dr. HOAGLAND, of Henry, as conductor, spent two days very pleasantly and profitably. The conductor occupied two evenings, the first in an explanation of what a Teachers' Institute should be, and the second in a plea for Normal Schools. A very dark and stormy night prevented a meeting on Wednesday evening, when Mrs. CUTTER was to lecture on *Physiology*, and Mr. MOTT on some educational topic. The teachers present were so much in the spirit of the matter that they resolved to have an Institute of a week's duration in the holiday week, and appointed a committee to wait upon the Board of Supervisors and ask an appropriation for the support of the Institute. This county has now a large fund to arise from the swamp lands, and it is hoped that the Board will make a permanent appropriation which will support an annual Institute and provide for the supply of the *Teacher* to every district in the county. The Board will have such a proposition under consideration this week.

This notice should not conclude without mentioning the beautiful and commodious school-house, of two stories, recently erected at Dwight—a most important step in the right direction—  
C. C. H.

VERMILION COUNTY TEACHERS' INSTITUTE.—A large number of the teachers of this County met in Danville, on Tuesday, September 14th, and organized the Vermilion County Teachers' Institute. The session, which lasted ten days, was interesting and profitable. The following are some of the resolutions adopted by the Institute:

*Resolved*, That as common schools are the medium by which the *mass* of mind is reached, and as the future prosperity of our country depends on the education of the people, we pledge ourselves and will use our influence for the promotion of free schools.

*Resolved*, That when ladies perform the same amount of mental labor as gentlemen their salaries should be equal.

*Resolved*, That this Institute views with approbation the system of grading certificates, Nos. 1, 2 and 3, adopted by our School Commissioner, and would recommend that the practice be continued.

*Resolved*, That every teacher ought to become a subscriber, and as far as possible a contributor, to the *Illinois Teacher*.

KATE LEE, Secretary.

## TRAVEL NOTES OF THE STATE AGENT.

FROM a catalogue of Lombard University just received, I see that Mr. STANDISH, who in my 'notes' of Galesburg a few months since was stated to be at the head of the academic or preparatory department, is the leading Professor in the University next to the President. The Professor is a good teacher, and should be a little nearer the people than the curriculum of a college course will bring him. Perhaps it is not yet too late for him to 'repent and do his first works'. But if this may not be, I feel assured the free schools will have a warm friend in a college officer.

The Institute in Tazewell county, held at Tremont, was in many respects a success, and too much credit can hardly be given to the School Commissioner and those who labored with him in 'getting it up'. The *Washington Investigator* and *Tazewell Register* rendered valuable aid, and were represented in the Institute during its entire session. Tazewell teachers have rendered a good account of themselves at this gathering. I found Mr. ALLEN at the head of the schools at Pekin, and manifesting his devotion by his deeds. His school-room is furnished with maps and apparatus at his own expense. Pekin needs graded schools and more ample school-houses.

I was able to spend but a short time in the Marshall County Institute; but from what I saw I judge the actual teachers had a good time and Institute. ETTER, BRITT, GOFF, FLAGG, and others, took leading parts. In Henry there are the following literary institutions: the Public School, Pendleton Seminary, and the North-Illinois University or College. BRITT leaves Lacon to take charge of the public school in Chillicothe.

The Warren county teachers met at Roseville, and from the beginning to the ending of their session an earnest enthusiasm prevailed, which awakened a profound interest in the people, insomuch that they could find no edifice large enough to contain comfortably the evening audiences. TRACY, STEVENS and GORDON were the workers. An impulse was given to a movement in favor of a high school in the village.

At Girard, Macoupin county, where I happened to pass a Sabbath, they threw open their church for an educational lecture. There the moral influence of mental culture and the public schools was maintained. Christianity has no stronger ally than the free schools. This is an enterprising town, as I judge from the fact that they have just contracted for the erection of a fine public-school edifice. J. P. JENKS is the teacher and B. BOGGES the citizen who seem to be leading on this enterprise.



The Institute in this county was mainly conducted by Mr. BLODGETT, but I was able to be there a couple of days. POTTER, MACK, CLARK, and WILLIAMS, took part. Brighton contains the residence of Mr. HUME, a bachelor in independent circumstances, who gave the teachers a warm welcome. He grudges no money paid for the support of schools.

At Rushville I found the teachers willing to be taught and eager for improvement. Through the vigorous efforts of Rev. Mr. WISHARD, who is making himself felt in that community as a friend of free schools, some preliminary work had been done. Rev. Mr. SMITH also was on hand and an active friend of the Institute. R. M. HOSKINSON has been long a teacher in this village. One of the pleasantest gatherings I have met for many a day I met here. It was called a Sabbath-School Celebration, and the 'little folks' seemed to be fairly brimming over with happiness. Schools with such children in them can hardly fail of being good ones. Long may Sabbath Schools prosper!

At Cuba, Fulton county, I had the pleasure of meeting the largest number of working teachers, with their wide-awake Commissioner, W. H. HASKELL, Esq., which I have yet seen assembled in a Teachers' Institute in Illinois. Among the marked exercises of this meeting was the music. Mrs. J. H. RAINEY, of the 'Euphonians', was conductor, and received a large share of deserved commendation. The *Agent* is willing to make oath to the excellence of the evening serenade. J. S. TARTAR read a well-written lecture, but of little value. Prof. C. E. FAINESTOCK, in an able address, exhibited a noble appreciation of the efforts made to advance the cause of universal education. The Institute closed with an exhibition of impromptu wit and sentiment of a high order, and irresistibly provocative of good feeling. The citizens of Fulton county are exceedingly fortunate in the selection of their School Commissioner.

I have become convinced of two things concerning Teachers' Institutes: *First*, They should be held in rural villages, and *not* in railroad towns or large cities. *Second*, the drill or teaching exercises should be so managed as to compel the active participation, in some form, of all the teachers. There should be no idle talent in a Teachers' Institute.

S. WRIGHT.

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CHARLES WATSON, a Scotch school-teacher, finding his health injured by the confined air of the school-room, has invented an original mode of ventilation. It is entirely simple, and is based on the fact that if two tubes of unequal length be admitted into a room, the cool air will enter the shortest and the warm air be expelled through the longest. Mr. WATSON's application avoids the unpleasant and dangerous draughts created by most modes of ventilation.

## EDITOR'S TABLE.

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GOOD SUGGESTION.—It is thought by many that the interests of the cause of education can be best subserved by devoting more time at the meetings of our State Association to the *discussion* of subjects proposed, and less to *formal lectures*. In this view we fully concur, and hope that the Committee on Programme will be governed by it in arranging the business of our approaching session at Galesburg. All who have topics to propose for discussion are requested to send them *immediately* to Mr. A. H. FITCH, Dixon, Lee county, who is Chairman of the Committee on Programme.

A complete scheme of the work to be done at our next Annual Meeting will be matured and published in the December number of the *Teacher*, so that all may go up to that meeting with a full knowledge of the subjects to be considered, and prepared to act intelligently and promptly. We repeat, that all who have business to suggest should communicate *at once* with the Committee on Programme.

OUR READERS have no conception of what they have lost. We had almost consecrated the 'Table' for November as the forum on which to unchain a score or more of savage intellectual tigers, which have been growling and struggling fiercely, for several weeks past, to make their escape from our hat-block, and rush tumultuously into the public arena, grinding their teeth with rage and hot for the gladiatorial conflict. 'HUMBUGS' was to have been our theme: humbugs in their various sorts, sizes, degrees, instrumentalities and results. A nice analysis of the insect was contemplated, showing the structure, form, color and habits of this most remarkable bug. It was also proposed to go somewhat extensively into the 'origin, history and progress' through the world of this extraordinary specimen of the genus 'bug'. In the further prosecution of our entomological inquir-

ies, we intended, also, to point out the marks and characteristics of the bug, by which his presence can always be detected, and also to indicate some of the most approved and reliable methods of catching him.

The arrival of this cosmopolitan insect in Illinois; the signs that it is his intention to take up his permanent abode in our midst; with a graphic sketch of his career, pranks, capers and exploits thus far, would have formed the thrilling peroration of our discourse.

But we give way, this month, in order that our hungry readers may have a taste of the banquet of fat things with which we have been abundantly regaled since our pathetic appeal for aid in the 'Table' of last month. We commend the articles, letters and suggestions of our various correspondents. It will be seen that, in consequence of their condensed brevity, we have been able to find room for several notices of County Institutes. We publish them with great pleasure.

READ AND REMEMBER.—Our subscribers are frequently changing their locations, and of course wish their *Teachers* to follow them to their new fields of labor. Send all requests for a change of address to NASON AND HILL, *Peoria*—it will be a saving of time and postage-stamps. If N. and H. do not attend to it, *then* let us know, and we will forthwith perform the duty and rebuke *them* sharply!

CUPID.—Miss ELIZA PAINE, Principal of Duquoin Female Seminary, and Associate Editor of the *Teacher*, is married. A very dangerous example for her pupils! *Sic transit—E pluribus unum*, etc.! *Ejus felicitas, esto perpetua!* We could not express our emotions in the vernacular!

PLEASANT MEMORIES.—At this season, when all our literary institutions are reöpening, how are my thoughts instinctively attracted toward the scene of my last labors in Jacksonville, Illinois. How do the countenances of dear pupils and ever-kind associate teachers present themselves before me, until I almost persuade myself that it is quite impossible that mountains rise and rivers roll and more than a thousand miles separate us from each other.

But although we meet not again as teachers and taught—and there is sadness in the thought—yet to me remains much of enjoyment in the pleasant memories of the past. If the dear young ladies whom it was my pleasure to instruct last year remember their teacher with but a tithe of the affection which wells up in her heart for them, I am satisfied.

Dearly do I love New England. Her meadows and hill-sides were my first play-ground; her rippling brooks and sparkling water-falls were the

first sweet messengers of Nature, by which she addressed my innermost spirit in strains delightfully melodious, and old Ocean withheld not the grandeur of his voice to complete the symphony sublime. Nature is, however, more lavish of her attractions than to confine them to *one little spot* in that portion of the universe we love to call *our Country*; and although in Illinois one can ascend no mountain-top nor listen to the roar of ocean billows, yet there there is much of beauty—enough to fill a lover of nature with admiration, a Christian with adoration of Him who paints the vaulted dome with hues so brilliant, gives the air its softness, and every tree and shrub so rich a foliage.

That the dear children of Illinois may excel in all true knowledge and wisdom, and continue their course even throughout the ages of a blissful eternity, is the fervent desire of one who loved to be a teacher in their midst.

V. V. A.

EASTERN MASSACHUSETTS, Sept. 1858.

**ARITHMETICAL PROBLEM.**—A school-district wishes to borrow \$6,300 at ten per cent. interest per annum, and pay the interest and principal in such a manner that six equal annual payments shall liquidate the whole debt. What will be the proper annual payment which will meet each year's interest and in six years cover the principal?

Of course an algebraic solution would be easy, but an analytical arithmetical one is desired. If no one else answers I must of course appeal to L.D.

W.

WE are glad to learn of any practicable plans for securing order in schools and elevating the moral tone of the pupils. Many little expedients are of use, varying according to the circumstances of the case. At the Macoupin Teachers' Institute, Mr. L. A. WILLIAMS presented a plan which he had found of use in some schools he had taught. His plan had been to talk to the school on opening, of the importance of order and good government, and then propose to them, so many as chose, to form a 'Roll of Honor'. After the 'Roll' was organized at the opening of the school, any who wished to join presented a petition, which was voted upon by the members and the petitioner accepted or rejected accordingly. We can see that in some circumstances and in the hands of a judicious teacher some mode like this would be of great use. It presupposes, however, considerable maturity and power of self-restraint in the pupils first composing the 'Roll'.

A FAITHFUL teacher in Lacon, Marshall county, says:

"We are working away in Marshall county, and our schools are improving every year. Our Institute was very successful: had fifty teachers in attendance, and all were very much interested. Two years ago we held the first Institute in this county, with ten teachers present. One year ago we had forty, this year fifty. So you see the interest is increasing. The evening lectures were, I think, taking them altogether, the best I ever attended. The audience was large all the time, and I think it has been the means of creating a great interest in the good cause, not only with teachers, but also among the people. Last Tuesday evening I was in Putnam at the County Institute. It was held

in the *country*, and a great deal of interest was manifested by the citizens. The farmers laid aside their work for the week, and attended the Institute. They had their wagons and carriages at the church to convey the teachers back and forth. There were about thirty teachers present, and the church was well filled in the evening. On Wednesday morning there was a better audience than we generally find in our villages and cities on such occasions. It certainly was one of the most successful and interesting institutes I ever have had the pleasure of talking to. If every county in the State could elect such Commissioners as Bureau and Putnam have, we should soon have better schools. If the counties in which institutes are to be held would try the experiment that Putnam did, of holding the meetings in the country among the farmers, we believe that much more good would be done than there now is. The country schools are the ones that are to be benefited particularly by them. Our cities and towns in this part of the State are generally interested in their schools already, and do not need the institutes so much as the rural districts. Our schools in this place are going on finely: we have five as good teachers as are to be found in Illinois. We hold a teachers' meeting every Friday evening, in which we discuss the best methods of teaching, etc. There is also an essay read by one of the teachers at each meeting; and all pursue a course of reading, and at the meetings give a synopsis of what they have read during the week. We have now three hundred and ten scholars in attendance, and I think the per cent. of attendance, study and conduct will be better than ever before."

THE subject of *School Architecture* is justly calling forth much discussion and interest in many parts of the State. It is time this were receiving more attention. Proper buildings are among the first requisites for good schools. There is a growing inquiry for good works on school architecture. We trust that the idea of having a book that shall be for Illinois what BURROWES's book has been to Pennsylvania will be realized ere long. The time for the school-house to be the *neglected* building is past. Yet there is a prodigious work to be done. Almost no buildings in the State are properly arranged or taken care of. Only a few days ago we heard the SERIOUS charge made against a teacher who had some three hundred pupils in a large two-story building, that he wanted the Directors to provide for the daily sweeping of the house, and the refusal of the Directors to do so *applauded* by one who would think herself insulted if her floor, over which not three hundred, but a half-dozen, passed, were supposed to lack a daily brushing.

Read the excellent article of 'A.M.G.' in this number.

SEVERAL applications by females have been made for admission to the University of Michigan. The question has been submitted to a Committee of the Regents.

THE Teachers' Association of Kentucky are about to publish a monthly educational journal at Louisville. Prof. HOLYOKE is named as the Resident Editor.

WE hear that some Directors object to purchasing outline maps and simple apparatus because their teachers could not use them. We are very sorry to hear any such objections raised, as outline maps and some cheap articles of apparatus are going to be deemed as essential as blackboards and slates; but a greater source of regret is, that there is too much foundation for the objection. There are too many teachers in our schools who can not use their *tools*. A teacher who can not avail himself of the benefits of some simple aids is like a blacksmith who can not use his bellows; and a Board should no more employ a teacher who can do nothing with blackboards, outline maps, and the geometrical solids of the *Holbrook Apparatus*, as well as a five-inch globe or a numeral frame, than a blacksmith who can not use his anvil or punches or screw-plates. That may look severe, but the means are within the teacher's reach, by institutes and books for the purpose, to learn how to use aids of this kind. We trust the objection of INABILITY TO USE will soon vanish.

THE first number of *Runkle's Mathematical Monthly* has appeared, and is fully up to the standard of our expectations. It will form an era in the history of mathematical science in this country.

We shall notice it more fully hereafter.

TEACHERS' PARSONAGES.—A friend suggests that the idea of the district furnishing a home for the teacher, as indicated in an extract from a letter published in a recent number of the *Teacher*, is not so recent as we indicated. The suggestion has been made at more than one institute, we hear, and now, that our attention has been more definitely called to it, we remember that the Germans furnish often a house for the teacher. In fact, we have seen, in some places to which the Germans had transferred their customs, a church the upper or main story of which was used for religious services, the lower or basement used partly as a school-room and a portion fitted up for a home for the teacher, while the ground about the church was made the teacher's garden. A friend thinks the parochial schools of England and Scotland are more or less arranged to give the teacher a permanent home while connected with the school. If things ever are thus in this country, and we think some districts will try it, we can see how much good may come of it in many ways.

TEACHING AS A RECOGNIZED PROFESSION.—It is very strange that so important an office as that of teacher has so long been passed by as unworthy of a recognized place among the callings or professions of man. But people have for many years been preparing to allow it a definite place—schools for teachers have been growing up—associations of teachers, as such, have been forming, and public sentiment is fast preparing for the legal recognition of the *Profession*. No other class of men are expected to be licensed temporarily or for some limited region, nor will it always be so with the public-school teacher. It was said in an early number of the *Teacher* of the present year, that Illinois might take the lead in this legal recognition; but, though this was perhaps true at the date of the writing that article, it is true no longer. Pennsylvania has made provision for the perpetual licensure of

proper persons. There are some objectionable features in the law, yet it is in advance of any other State law with which I am acquainted.

Illinois must not be last on the list.

J. H. B.

**THE NORMAL.**—This is a welcome visitor to our table. It is devoted to explaining the modes of instruction used in the Southwestern Normal School, at Lebanon, Ohio. The number before us is filled with Geography. With all its excellencies and aids to the teacher, it furnishes an evidence of the false impressions too often received in the study, and a fresh argument for the continual presence of a small globe in the school-room.

The pupil is asked, 'If a hole were dug right down through the earth, where would it come out?' *Class:* 'In Asia.' *Teacher:* 'Right.' Any one who will look at the globe will see that to go 'right down' from the location of that Normal School would bring one out in deep water away to the 'south of Asia'. It will be of value to almost any teacher. \$1.50 per year. Published quarterly, by A. HOLBROOK, Lebanon, Ohio.

We add a line or two of its prospectus. "The first volume will be devoted to the methods of teaching the common branches, including Orthoëpy, Spelling, Grammar, Geography, Arithmetic, Elocution, and Composition."

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#### OFFICIAL INTERPRETATIONS OF THE SCHOOL-LAW.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
 Springfield, October 15, 1858. }

*Question 51.* Suppose District No. 1 is composed of parts of two townships, A. and B. Township A. has a school-fund of \$2000. Township B. has a fund of \$1000. If an equal number of scholars attend the school from the respective portions of the district lying in each township, those attending township A. would draw double the amount of public money from the proceeds of the township-fund belonging to A. that those did who attended from township B. How is the matter to be equalized? In levying taxes for the continuance of the school, should the rates be uniform, or should double the amount be levied upon that portion of the district lying in township B. to make up for the surplus of public money contributed toward the support of the school by the portion of the district lying in township A.?

*Answer.* The rate should be uniform. A school-district is the smallest division of territory known to the law. It is always to be considered a unit, and the *smallest* unit of calculation in all matters of taxation.

*Q. 52.* Suppose the school-directors of any district fail or refuse to post notices, as required by section 42 of the school-law, of an election of school-directors, and the people meet and elect directors, is such an election valid?

*A.* If conducted according to law in all respects it would be valid. The law fixes the time of holding the election, and the requirement of notices by the directors must be considered only as *directory*.

*Q. 53.* Supposing a certain township is situated partly in two different counties, and that the treasurer of the township receives \$400 from the com-

missioner of one county, and \$200 from the commissioner of the other county, how is the money thus received to be apportioned upon schedules? Should the funds thus received be merged in one common fund and apportioned upon the schedules of the township the same as if it all lay in the same county, or should the money be kept separately, and each part apportioned upon the schedules coming from the portion of the township to which the respective funds belonged?

A. The funds should be merged and treated as a common fund.

Q. 54. How many hours a day is a teacher required by law to teach?

A. There is no authority conferred upon this department to determine the question. The school-law confers upon the school-directors of each district the power to make such 'rules and regulations' as they deem necessary for the well-being of the school. The power to fix the number of hours per day a school shall be kept open is therefore conferred upon school-directors under the head of 'rules and regulations'. It may, however, be added as a matter of opinion, that no teacher should be required to teach more than six hours a day.

W. H. POWELL, Sup't. of Pub. Ins.

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## SCIENTIFIC AMERICAN.

### PROSPECTUS.

VOLUME FOURTEEN BEGINS SEPTEMBER 11, 1858.—*Mechanics, Inventors, Manufacturers, and Farmers.*—The *Scientific American* has now reached its Fourteenth year, and will enter upon a new volume on the 11th of September. It is the only weekly of its kind now issued in this country, and it has a very extensive circulation in all the States of the Union. It is not, as some might suppose from its title, a dry, abstruse work on technical science; on the contrary, it so deals with the great events going on in the scientific, mechanical and industrial worlds, as to please and instruct every one. If the Mechanic or Artisan wishes to know the best machine in use, or how to make any substance employed in his business—if the Housewife wishes to get a recipe for making a good color, etc.—if the Inventor wishes to know what is going on in the way of improvements—if the Manufacturer wishes to keep posted with the times, and to employ the best facilities in his business—if the Man of Leisure and Study wishes to keep himself familiar with the progress made in the chemical laboratory, or in the construction of telegraphs, steamships, railroads, reapers, mowers, and a thousand other machines and appliances, both of peace and war—all these *desiderata* can be found in the *Scientific American* and not elsewhere. They are here presented in a reliable and interesting form, adapted to the comprehension of minds unlearned in the higher branches of science and art.

TERMS.—One Copy, One Year, \$2; One Copy, Six Months, \$1; Five Copies, Six Months, \$4; Ten Copies, Six Months, \$8; Ten Copies, Twelve Months, \$15; Fifteen Copies, Twelve Months, \$22; Twenty Copies, Twelve Months, \$28, in advance.

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# ILLINOIS TEACHER.

VOL. IV.

DECEMBER, 1858.

No. 12.

## HEATING AND VENTILATION.

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THE improvements that have been made during the last twenty-five years in the principles and modes of teaching are without a parallel in the history of the world.

In school architecture very great progress has also been made, and most of the principal cities and villages now possess neat and commodious school-buildings. It must, however, be confessed, that in the art of heating and ventilating our school-houses, we have not made the same advance.

The buildings in which our fathers and mothers learned to read and write, may not have been quite so well heated as ours, but they were better ventilated; and even in the heating of school-houses, the experiments that have been tried with hot-air furnaces, and steam, and hot water, have in most cases proved quite unsatisfactory.

In attempting a few practical suggestions on the heating and ventilation of school buildings, I will first introduce some of the more important principles relating to the subject.

### TEMPERATURE.

We are so constituted that a certain degree of heat is essential to health and comfort. The proper temperature of a school-room, according to the testimony of a large number of the best physicians and educators, is about 68°, Fahrenheit. When the thermometer in a room rises above 70°, measures should immediately be taken to reduce the temperature; and when it sinks below 65°, measures should be taken to raise the temperature. If at any time the thermometer sinks below 60°, pupils can not be confined in their seats without an exposure of health.

### RESPIRATION.

The healthy action of both mind and body requires a constant supply of fresh air for the lungs. A pure atmosphere

is composed of about 80 per cent. of nitrogen and 20 per cent. of oxygen. The life-giving principle is the oxygen. Air that has once passed through the lungs, is deprived of a large portion of its oxygen and charged with a poisonous gas. If it is retained in the lungs a few seconds, it will not even support ordinary combustion. Any one desirous of satisfying himself on this point, can do so by the following simple experiment. Provide a vessel containing a few quarts of water, a short tube of sufficient size for the breath to pass freely through it, a common drinking-glass, and a piece of candle about half an inch in length, attached to a few inches of wire, by which it may be suspended. Now plunge the glass into the water, and when the air is all expelled, invert and raise it gradually till most of the glass rises above the water; the open part being still below the surface, and the glass being still filled with the water. Next inhale a full breath of air and hold it in the lungs for a few seconds; then breathe it through the tube under the edge of the glass. It will of course displace the water, and the glass will be filled with air from the lungs. Before taking the glass out of the water, plunge in a small plate or board, and close the opening of the glass. It may now be removed from the water and set on a table, and is ready for use. Having lighted the candle, remove the cover from the glass and drop the candle into the impure air, and the flame will be instantly extinguished.

Besides the impurities sent out from the lungs, the insensible perspiration from all the pupils in a room contributes very considerably to the pernicious qualities of the atmosphere.

To those who value the health of their children, it needs no argument to prove that this devitalized, poisonous air should be constantly removed from the school-room, and pure, life-giving air be introduced in its stead.

In estimating the amount of fresh air to be supplied, we ought not merely to consider what the system can be made to tolerate, but what amount will sustain the highest state of health for the longest time. Dr. REID recommends at least ten cubic feet per minute, as a suitable average supply for each individual; and states that his estimate is the result of an "extreme variety of experiments, made on hundreds of different constitutions, supplied one by one with given amounts of air, and also in numerous assemblies and meetings, where there were means of estimating the quantity of air with which they were provided."\*

No physiologist estimates the amount required by each individual at less than five cubic feet per minute; and yet not one school in a hundred receives even this supply. The consequence is, that most of the pupils in our schools are compelled to inhale a small amount of poison at every breath. But most constitutions can bear a gradual undermining by slow poison, without

\* REID on Ventilation.

any sudden or alarming symptoms of disease, and so the process is allowed to go on.

It is a reproach to the age in which we live, that with so many opportunities for advancement, we are, as yet, so far from having perfected any thing like a satisfactory system of warming our houses, and furnishing them with a constant supply of pure air.

Let us not, however, neglect to avail ourselves of the knowledge we possess, nor regard all efforts to improve as failures, because they are only partially successful.

#### HOT-AIR FURNACES.

Hot-air furnaces are natural ventilators. The heated air that is sent into the room by them, necessarily forces the same amount of impure air out of the room. But the heated air itself, with which the room is constantly supplied, is rendered more or less impure by contact with the heated surface of the furnace.

#### STEAM HEATING.

Heating by steam is in many respects more satisfactory than by hot-air furnaces, but even this mode of heating has not yet been fully perfected.

In Boston, one of the largest school-houses in the city is very well heated by steam, but the *ventilation* is so defective that the experiment is, on the whole, quite unsatisfactory. The radiators are all in the rooms to be warmed, and it is often found impossible to secure sufficient action in the ventilating flues.

In Cincinnati, there is a large school-building heated by steam, in which the radiators are placed in large boxes in the basement. These boxes are supplied by conductors with cold air, and the heated air passes by conductors into the different rooms, in the same manner as from an ordinary hot-air furnace. A good ventilation is secured by this means, but some difficulty has been experienced in obtaining the requisite degree of heat.

In New York, the Superintendent of Public Schools remarks, "The experiment of heating by steam has not yet been sufficiently tried to warrant any definite opinion on its merits."

In St. Louis, an experiment has been tried in the use of steam in one of the school-houses, but it has not been successful.

In Chicago, the experiment of heating by steam was tried the last winter in one of the new school-buildings. The apparatus furnished a satisfactory amount of heat, with a moderate consumption of fuel. In cold days when there was a great difference between the temperature of the outside and inside air, there was little difficulty in securing a moderate degree of action in the ventiducts, though the radiators are placed in the rooms to be heated. In milder weather, when the difference between

the temperature of the rooms and that of the outside air was inconsiderable, the ventilation was very imperfect.

*Improved mode of heating by Steam.*—An arrangement similar to the one alluded to in Cincinnati, has been successfully employed in the New York Hospital and in other public buildings, and such an apparatus is soon to be placed in one of the Ward Schools of New York. By this arrangement, the air is heated by steam-pipes in chambers located in the basement of the building, and then passed by conductors to the several rooms. This affords a constant supply of fresh warm air and insures a good ventilation of the rooms, if the ventiducts are properly constructed. The consumption of fuel is somewhat greater than in the buildings heated by steam-pipes which are placed in the rooms to be warmed; but this increased expenditure is mainly owing to the fact that rooms heated by pipes around the walls are of necessity, poorly ventilated. The saving is made by heating the air once, and then breathing it over and over; whereas, by the improved arrangement, the air is heated, used once, and then removed by introducing a fresh supply.

This may safely be pronounced one of the best methods of heating school-buildings yet devised, since it secures the requisite degree of heat with a moderate consumption of fuel, furnishes a constant supply of air, and insures a good action of the ventiducts.

#### PERKINS HEATER.

The Perkins Heater is an apparatus producing results similar to that just described, but differing from it entirely in construction and arrangement.

This heater has a pot for the fire and a hot-air chamber, similar to an ordinary hot-air furnace; but instead of sending the heated air of this chamber into the school-rooms, a large number of metallic tubes are made to pass through the chamber, communicating below with cold-air conductors from without, and above with hot-air conductors to the several rooms; the air being heated as it passes through these tubes, which extend from the bottom to the top of the hot-air chamber. To increase the action of the hot air upon these tubes, open pans of water are placed around the fire pots, which are constantly sending off vapor or steam into the hot-air chamber. This arrangement furnishes a constant supply of pure air, raised to the proper degree of heat, and secures an efficient action of the ventiducts.

The first trial of this apparatus in a school-building, was made in Chicago during the last winter. The heating and ventilation were in all respects satisfactory, but the amount of fuel consumed was much greater than in a building of the same size heated by steam. The contractors have recently removed the apparatus used the last winter, and supplied its place with an improved arrangement, having a much larger number of con-

ducting tubes extending through the hot-air chamber. They now guarantee, under a forfeiture of five hundred dollars, that the consumption of fuel shall not be greater than in the buildings of the same size heated by steam.

#### HEATING BY HOT WATER.

Air that is heated by passing it over pipes or plates containing hot water, retains its purity and possesses all the substantial advantages of air heated by steam or by the Perkins apparatus.

Very little attention has yet been given to the heating of school-buildings by hot water; but it is to be hoped that experiments will soon be tried by which the value of this mode, for school purposes, may be fully tested.

#### VENTILATING STOVES.

The ordinary patterns of stoves have no power to introduce fresh air into a room, or to expel that which has been vitiated by use. To obviate this difficulty, several arrangements have been contrived, by which the air is brought in conductors from without and introduced under and around the pot or inner cylinder of the stove. Here it is heated and rises into the room, taking the place of the vitiated air, which is forced out through the ventiducts.

The public schools of Buffalo are heated by stoves of this description. It is obvious that these ventilating stoves are only modifications, on a small scale, of hot-air furnaces.

Such, in brief, is the present state of the science of heating, as applied to school-buildings.

Though it is not yet time to pronounce definitely and positively on the comparative merits of the different systems, it is safe to say that two at least of the several modes meet the essential conditions of furnishing a constant supply of pure air raised to the proper temperature. These are the system of heating by steam pipes or plates, arranged in chambers in the basement, and the Perkins Heater. The principal question that remains to be settled between them relates to the amount of fuel which they respectively require to raise a given volume of air to the same temperature. If the Perkins Heater is found to be as economical in this respect as the steam apparatus, then the advantage is decidedly in favor of the Perkins Heater, inasmuch as the construction is simpler, the first cost is less, and the dangers are less. But if the Perkins Heater is found to be much less economical in respect to fuel than steam, then the palm must be given to the basement arrangement of steam pipes or plates.

Whatever may be the apparatus employed, it is highly im-

portant that rooms should be warmed by the introduction of a large volume of moderately heated air. When air is introduced into a room at a very high temperature, it rises at once to the top and will not readily mingle with the cold air below. In rooms heated by hot-air furnaces, it is not uncommon to find a difference of fifteen or twenty degrees between the temperature of the upper part of the room and that of the lower.

#### V E N T I L A T I O N .

The construction and arrangement of ventiducts is a question of vital importance, in connection with the heating of school-rooms.

Since the essential element of all ventilation consists in the ingress and egress of air, the subject would seem at first view exceedingly simple; but in practice it has been found one of the most difficult of all the questions that have tasked the ingenuity of educators and philanthropists.

The first ventilator of which the writer has any recollection, was made about twenty-five years ago. It opened directly into a smoke-flue, and was placed at the bottom of a room, the lower part being even with the floor. This secured a strong and certain action, and removed the air from the bottom of the room where it is coldest.

In many of our modern houses the ventilating registers are placed at the top of the rooms instead of the bottom. If a school-room is properly heated, that is, heated by the injection of a constant supply of fresh warm air, a ventilator placed at the top carries off the warmest and purest air of the room. The heated air conducted into the room rises directly to the top, and if it there finds a register opening into the ventiducts, it will of course pass directly off without being used at all. But if, on the other hand, the ventilating registers are placed either in the floor or in the very bottom of the wall, the heated air sent into the room will first rise to the top, and then as the impure air near the floor is removed by the ventilators, the warm air above will pass down to take its place, and after being used and vitiated will pass off in the same way. The principal ventilators should not only be placed at the bottom of the room, but at the greatest distance from the inlet of the warm air.

The best ventilated building in the country is probably the State Asylum, at Utica, New York. The best ventilated school-house, is probably the Philadelphia High School. In both of these buildings the ventilating registers are at the bottom of the rooms.

A very excellent arrangement recently patented by Mr. SAWYER, is based on this principle. His ventilating registers are placed in the floor of the room, and the impure air is conducted by tubes under the floor to the smoke-flues. This not only takes the coldest and most impure air from the room, but

the ascending current in the smoke-flues necessarily secures a strong and constant action of the ventilators.

In constructing school-buildings, ventilating registers should generally be placed both at the top and the bottom of the rooms. In houses heated by common stoves, or by steam pipes placed in the rooms, both the upper and the lower registers should ordinarily be kept open.

The foregoing remarks relate to the ventilation of school-rooms during the cold season. In the summer, when no artificial heat is required, the impure air from the lungs naturally ascends, and the upper registers should be constantly open.

It is not too much to say, that half the ventilators now found in our school-rooms are nearly useless. In rooms heated by steam with the pipes in the rooms, or by common stoves, it is very difficult to secure any but the most sluggish action, even when the ventiducts are properly constructed; and in most of the houses heated by the injection of warm air, the ventiducts are found to be either too small or so badly obstructed as to be wholly inefficient. There are also hundreds of examples in which the ventiducts are made to terminate in close attics.

In a room intended for the accommodation of fifty or sixty pupils, the ventiduct should be not less than fifteen inches square, with a register having an equal amount of clear opening. In the construction of ventiducts, care should be taken to give them a smooth surface, and to avoid all sudden turns or angles. The Emerson ventilating caps, placed at the outlets, are also important auxiliaries to the successful operation of ventilating flues.

If a smoke-pipe can be made to pass through a ventiduct, its value will be greatly increased. When this is impracticable, the ventiduct should at least be carried up by the side of a smoke-flue. In one of the school-buildings of Chicago, a steam pipe is carried through the length of each ventiduct. In the Philadelphia High School, the ventiducts all terminate in two ventilating chambers in the loft. In each of these is placed a large coal-stove, and from the top is a large cylindrical exit-tube. A large amount of heat may be generated by these stoves, at any season of the year, and an impetus given to the ascending current to any extent desired.

When all other resources for ventilation fail, the teacher should resort to the windows. These can be opened freely before and after school, and at the recesses; and they can be let down from the top, a few inches, during school hours, when the air of the room becomes unfit for use.

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NEVER ridicule what you can not comprehend; you thereby betray your own ignorance.

## WHAT ARE THE STARS, FATHER?

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BY E. M. PHILLIPS.

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WHAT are the Stars, Father,  
That twinkle above so bright ?  
They are swarms of silver bees, my boy,  
That fly o'er the fields of night ;  
They flutter their silver wings,  
And they gather the honey-light  
From the heavenly, azure flowers, that bloom  
Unseen by mortal sight.

What is the Moon, Father ?  
'T is a maiden, pale, and fair,  
Who is scorned by the Sun she loves so well —  
Her grief is heavy to bear ;  
Some times she has hope again,  
And then, as it fades away,  
All faint and wan, she walks the night,  
Or creeps through the alleys of day.

What are the Clouds, Father,  
That rise so fast in the West ?  
They are chariots fair, that come to bear  
The souls of the good and the blest  
From this land of fading dreams ;  
And now, if you watch the sky,  
You can see the gleam of the angels' wings,  
As they guide the chariots by.

Father, what is *beyond*  
The stars and the clouds and the moon ?  
There are fields more bright than the plains of night,  
Or the sunshine of summer at noon :  
'T is a land of delight and of joy,  
A land of beautiful flowers ;  
Nor withering frost, nor blight, my boy,  
Ever comes to those blissful bowers.

Let us go to that land, Father !  
For here you some times weep,  
And mother has never come back to us  
Since they laid her down to sleep  
In that narrow bed 'mong the flowers,  
Those flowers that are dead, 'neath the snow ;  
And I think she has gone to that land of rest,  
In the sky ; — let us go ! let us go !

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## H A S T E .

BY J. G. MARCHANT.

PROGRESS is a noble word, but let us understand it. Activity may pass into mere excitement; all is motion; hours are crowded into minutes. The Greeks could talk of philosophical repose, but no such luxury seems allowed to us. If PLATO and ARISTOTLE had lived in our day, one would probably have been an active politician, and the other have written a treatise on the steam-engine. Time appears too precious for calm reflection. This tendency to perform the commonest duties under the highest possible pressure has been woven into the very texture of our social life; and to show its evil effects upon practical teaching will be the object of this article.

The precocity of children has become alarming. This has often been playfully alluded to in our journals; admirably caricatured in *Punch*; but never, we think, received that serious consideration which it demands. Said a woman to a teacher, not long since, "Do not compel me to purchase a Speller for my son; he has studied all *these books*, and knows them perfectly." The boy had Green's English Grammar, Mental and Written Arithmetic, Algebra, and United States History. The mother was sincere, and the boy ten years of age. He possessed rather more than ordinary capacity; came from the hands of a teacher by no means deficient in ability, tact or energy; yet of *principles* the child knew almost nothing; and of common words missed fifty per cent. of those presented to him. The result was inevitable from the system under which he had been instructed. The strength with which a driving spirit has taken hold of the public mind is little known, except by those who are in constant contact with the parents of pupils. The instructor is requested to urge on—load and re-load the hopeful child. The article called a girl, or boy, must pass through the machine and be *finished* as soon as possible. Intelligent men, borne on by the tide of stirring events, seem to partake of this feeling before they are aware of it. It enters into the deliberations of Directors' meetings, is recorded in the proceedings of Educational Boards, and printed in prescribed courses of study. This outward pressure upon the Principals of intermediate schools in cities, and teachers of the middle grades of union schools in the country, has become almost overwhelming. Their reputation has been made to depend upon the number passed in a given time through a given routine. Pupils, therefore, are crowded upward like particles of water in the hy-

draulic press. Like the poor geese of Germany, they are stuffed to suffocation. The whole intellectual progress is by forced marches. Teacher and pupil are, however, only intent upon the Alps of the campaign—the *examination*. A few technical questions according to the rules—the correct answers regulated by the rigid rules of percentage—generally constitute the ordeal. At the commencement of the year, then,—regardless of capacity, development, natural proclivities, leisure at home—with whip and spur, the race commences. In order to perform such herculean labors, various methods are resorted to. Some by talking much press facts and principles upon the minds of pupils, like showers of leaves in autumn, making the recitation-exercise really the study-ground rather than the place for giving the results of memory and reflection. Others—dry, hard, uncompromising—deal entirely in books, without sparing a moment for miscellaneous instruction, anecdote, or illustration. Others, again, prolong their labors beyond the regular school hours by detaining delinquents. To us the whole system appears unphilosophical, and the consequences such as might be expected. Some, like the poor ass, fall by the way; like him finding no friendly horse to carry their burden, and leave school, pale and sickly. Some, of a nervous temperament, are prodigies at ten—ordinary at twenty. Others, of slower growth, become at first discouraged, then disgusted, and place their affections upon dogs, hoops, and horses.

In order to show that the evils complained of are not imaginary, we propose to submit the subject to the test of arithmetical calculation. From the programme of studies pursued in the schools of a neighboring city—a fair specimen, we imagine, of schools of the same kind in Illinois, in the grade next to the High School—we find the following branches pursued at the same time, viz: Spelling and Defining, Reading and Declamation, English Grammar and Composition, Mental and Written Arithmetic, Geography, Algebra, United States History, Music, Penmanship, and Book-keeping. Here are, strictly, fourteen distinct branches; but, as we have combined them above, at least eight substantial studies, besides Music. Allowing thirty minutes for recitation—the school-hours six and a half, study-hours six—four hours will be occupied in reciting, and two in study. If forty-five minutes are required to make preparation for each lesson, then four hours must be devoted to study at home. Will this be done? Omitting other considerations of a theoretical character that press upon us, we venture the assertion that *practically* the thing is impossible. 1st. Many parents can not spare their children eleven hours a day without seriously impairing their means of livelihood. 2d. Only those pupils who have a fine temperament, combined with good natural abilities, will study well unless stimulated by the appliances of the school-room or educated and judicious parents. 3d. The

majority of parents are not prepared, either by education or habit, to afford the stimulus required. The evils which flow from this high-pressure system we suppose to be the following: 1st. In the rapid transition from one study to another no time is allowed for reflection and mental digestion. The pupil depends entirely upon books; echoes the ideas of others; and never becomes a man of real mental independence. 2d. The teacher having his energies directed mainly to the examination, the mind of the pupil is stored with dry facts and principles, enabling him to pass the test, but involving little mental culture. 3d. There is so much hurry in the system that things studied are not retained with that tenacity which a slower course would secure. 4th. As the pupils have not sufficient time for thorough preparation, they come to the recitation in a state of trepidation and uncertainty highly detrimental to that calm self-reliance so necessary to high mental improvement. 5th. Ambitious pupils, feeling that they can not be thorough, study to *recite* rather than to *know*: a habit destructive to thorough investigation ever after. Finally, it has a tendency to make teachers confound *capacity* with *scholarship*. Passing an examination is not the whole end and aim of education. The greatest common measure of men or boys should not be entirely scholastic. The correct answers to a few questions may be a very fair test of one's attainments in a particular science, but quite an imperfect one of his real knowledge. One man is able to read Greek, another to tell the qualities of a good horse: both have knowledge—both that which is very useful. Some are born for laying plans; some for carrying those plans into successful execution. There should be a training of the executive as well as the reflective powers. We frequently learn as much of a boy on the play-ground as on the recitation-seat. If not able to construct a Latin sentence, he may be to lead and command men. It is the province of the true teacher, with broad views, to thus study character, and see the whole man in the boy. If this were more generally done, those mistakes would not be so frequent which astonish the world in the biographies of men. SWIFT, BYRON, BARROW and CLIVE are not the only pupils that would disappoint their teachers if their lives had been written.

If such are the facts, what are the remedies? We propose the following: 1st. Let *age* be invariably one of the requisites of admission into the High School. If by undue stimulation some can be passed through an examination at ten, their physical system is not sufficiently matured to endure the severe mental labor which that department *should* require. Like plants forced in a hot-bed to an unnatural growth, they will wither at a later day. 2d. The object of the High School and its relation to all the lower grades should be more clearly understood. While the influence of the former upon the latter demonstrates

the perfection of the American system, and also that the reward of promotion founded upon high attainments affords one of the most healthy stimulants that can be applied to the youthful mind, it also shows that this reaction *can* be too powerful. All grades, therefore,—the High School included—should be considered but parts of a magnificent whole, and no more honor attached to one grade than to another. Lastly, all teachers who admit the evils pointed out should, by their personal influence, conversation, public lectures, the pen, endeavor to change public opinion on this subject. Laboring under many discouragements, as the teacher surely does, yet upon subjects pertaining to his profession we believe that he is heard with attention and respect, and, if faithful and judicious, exerts an influence in his neighborhood or town of which he perhaps is not aware. In conclusion, we remark, that this *cramming* system, among intelligent teachers, is often deplored; but that does not remove the evil. Truth *admitted* only is a fossil, with branch and stem, leaf and bud, but no vitality. Let us, then, in this growing State, learn ‘to make haste slowly’, establish High Schools with caution, and in the rudiments of what we attempt take *time* to be thorough and complete.

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## T W O — A N D   O N E .

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### I.

TOGETHER we left the close streets of the city,  
 Together we passed all the shops of the suburbs,  
 Seeking the bank of the great and free river,  
 Staying our steps at the Bay of the Poplars,  
 Where the roll of the waves grew hushed in the shadow  
 And the symbol of PEACE lay far-spread before us.  
 There we walked among poplars and sycamores;  
 Talked of things holiest—deepest in heart,  
 Or silently sat, gazing far into cloud-land,  
 Entranced with the beautiful pomp of the sunset,  
 Watching till shadows of evening inclosed us  
 And God's lofty star-dome in splendor hung o'er us.

### II.

Now alone I leave the study,  
 Treading still the wonted way:  
 Him they laid in the solemn hill-top  
 Which o'erhangs our river path:  
 “PEACE like a river” his soul has known.  
 Still I walk among the poplars,  
 Still watch the sunset's purple glow,  
 Standing till the night comes on,  
 And God's bright stars come o'er me.

## P H O N E T I C S   V E R S U S   F O G Y I S M .

A WRITER in the *New-York Tribune* on the subject of adopting a phonetic dress for our literature says, "We object to it simply as a matter of taste. We like the present dress of the language because of the dear and hallowed associations which link it in every cultivated mind with all that is beautiful and holy in our literature. It is not with us a matter of reason, but one of feeling."

Of this feeling of attachment to old, familiar objects, even though inanimate and of little value, we confess to the possession of our full share. An old chair or an old book-case, even, is not readily relinquished for the new-fangled devices of modern fashion. But our fondest attachments of this description may with propriety give way to considerations of important utility. There was in our childhood's day a rural charm in surveying those large Pennsylvania wagons, of three tires and six horses, as they wended their way—westward, ho!—o'er hill and dale, with tinkling bells and measured tread, bearing the merchandise of eastern cities to the then 'far West' of Pittsburg and Erie and adjacent regions, to return with the products of the virgin soil; but few, it is likely, will regret the displacement of those cumbrous vehicles by the comparatively modern improvements of canals and railroads. And if in physical labors the slow and awkward gives place to the more expeditious and skillful, why not in intellectual culture?

But whatever may be the weight of this argument of feeling against the change of orthography in our printing generally, it can certainly have little importance against the use of phonetic spelling as a medium through which to acquire the *reading* of our present literature, which is in fact the only point that phoneticians in general are disposed to urge. Against the former only does the writer above alluded to allege the objection, while he advocates the latter. But I have chosen to present it thus fully from the belief that an indefinite and undefined influence from the same source operates insensibly against the latter use of phonetics also; while the objection needs but to be mentioned to make its want of reason manifest. It is the unusual aspect of a page of phonetic type that renders it so forbidding to the unaccustomed reader. He tries a little to peruse it, but with indifferent success, for he attaches no fixed sounds to the characters employed. The old orthography has not taught or even permitted him to attach fixed sounds to letters; but to do so is the indispensable key of the new, and that without which one neither sees nor can see any of its scientific accuracy or

beautiful simplicity. He reads it as uncouthly as the blacksmith would apply the instruments of watchmaking. He probably throws down the page in disgust, wholly blind to the beauties or the uses of which phoneticians speak. He concludes that the ways of our fathers are ways of wisdom still on this subject. Such will not deny in the general that the world is advancing; but are ready to remonstrate if it tends to move in a path which they have not marked out. But it has moved heretofore, and it did not always move in the way people thought it would. Who expected forty years ago to ride through the country on iron rails at the rate of five or six hundred miles a day? or to transact business a thousand miles distant through the medium of a simple wire? But these things are acknowledged facts; and certain other facts, facts in educational progress, are not less true or important, though less apparent to common observation. When the writer received his first introduction to geography in a very respectable academy in the State of New York, a volume of about 400 pages was placed in his hands of as dry statistics, interspersed with nearly as dry description, as ever graced a United States census—and this too without map or chart or any visible illustration; nor is it known that a single map was at that time in the institution. And what a contrast between this mode of acquiring geographical knowledge and the facilities which are now furnished, as, for example, in the use of *Camp's Geography* and *Mitchell's Outline Maps*! And who can calculate the increase of this kind of knowledge, with all its attendant advantages, which has resulted from the change? A child will acquire more useful information on the subject now in a month than could then be obtained in a year; and those conversant with education for forty years can discern equally advantageous changes in other departments of instruction, not to speak of such entire departments as have sprung into existence in that time.

But here I must ask a simple question of the reader: Were those teachers who thought maps unnecessary then, and who would not trouble themselves to learn how to use them, who preferred rather to hear the child repeat the words of the book without illustration—I ask, Were such teachers old fogies, or not? or were they advancing the best interests of education? If they were mistaken in their procedure then, are those who think they have reached the ultimatum of improvement now quite sure to be right? Though they have mastered the curriculum of to-day, and see nothing beyond, is it any more certain that improved modes of instruction have ceased to be possible than it was then? Corresponding improvements have been made in some other departments, though not in all. The mode of teaching to read has remained essentially unchanged. Here and there some slight advantage has been gained over the old A, B, C practice, in the adoption of SWAN's or WRIGHT's method,

either of which succeeds for a few lessons, if skillfully used, but has not within itself the means of surmounting the chief difficulty. It leaves the enormous load of orthographic anomalies to rest upon sheer memory still; and neither of these methods has attained more than a very limited use. The vast majority of children are taught in the old way—of learning first to call the letters by their old and, in part, very uncouth names; and then, in combining them, to receive the pronunciation of each word direct from the teacher's mouth. The first part of the process facilitates learning to read as much as a journey to Long's Peak would the object of reaching New York; and the second part remains to constitute the herculean labor of 'one of the most difficult of human attainments', which no expedients like the above-named methods have ever been able materially to diminish. But the judicious use of phonetics *will accomplish* this end; will enable the learner to master our present orthography with a greatly diminished amount of labor. To this conviction every intelligent and unprejudiced investigator of the subject has invariably come. We have never heard of an exception, nor do we expect to hear of one, any sooner than we hear of a disbeliever in the laws of gravitation. It is on this account, and for the other great advantages that such a mode of teaching will bring with it, that we especially desire the teachers of Illinois to look into the matter. Why should we keep our children traveling over that long, tedious road of misty bewilderment, when a comparatively short, plain and well-illuminated path is easily accessible? If it is from the fear of something new and a love of the good old ways of our fathers, then let us pursue a like course with geography, and throw away all our maps and globes and modern text-books, and set our classes to commit to memory, without explanation, whole volumes of matter like the following: "Massachusetts is 150 miles long and 60 broad. It is between  $41^{\circ} 30'$  and  $43^{\circ}$  N. Lat., and between  $69^{\circ}$  and  $73^{\circ}$  W. Long. It is divided into the following counties" [giving their names], etc., etc., etc. But if we are not prepared to take old things in general, why hold on to a few which are no better than others that have been rejected? Why not examine all things and hold fast that which is good?

But permit me to say to any one who would examine this subject, do not pass judgment without a personal knowledge of the elementary sounds of our language. This knowledge, this indispensable requisite to a correct judgment, is lamentably wanting even among teachers, though none can teach correct pronunciation without it. Not long ago I heard a popular instructor express surprise at the declaration that the names of the letters and their sounds did not coincide. Of what value would be the judgment of such men on the use of phonetic instruction? Just as much as that of blind men on the merits of

a landscape-painting, and no more: neither understands what he says, nor whereof he affirms.

But, Teachers of Illinois, there are untold advantages to arise to education in the line of which we speak, and these advantages will come, they will not tarry. Shall we, the educators of this growing State, take the front rank or the rear in the onward march? A portion of our next teachers' meeting could not be better employed than in a frank and unprejudiced discussion of this subject.

J. F. BROOKS.

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## O V E R - P R A I S E .

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THERE are few men who do not like to be well spoken of. So, as teachers are but men, it is natural they should wish to be praised for their work. And this is one of the ways in which it is done: Book-agents (we are sorry to say) visit the schools oftener than school-officers. In what is said on this point, the States which join our own are to be included. The game of giving new books for old is practiced, some times three or four times a year in the same district, until the people declare they will not buy any more books for their children, and leave the teacher with a sad medley to use. Of course the agents are desirous of teachers' influence, and, so far as they make public reports of schools, they speak of the 'highly efficient', 'the successful', 'the enthusiastic', 'the devoted', 'the wide-awake', 'the unexcelled', 'the vigorous', 'the scholarly'—PROFESSOR. Teachers fall into the same habit, and there is too much of the 'pat me and I'll pat you', infused into our school affairs.

We find in some of those earlier puffs (not confined to Illinois) vivid descriptions of the prospective glory of schools in certain places, and certain prophecies of great things in 'splendid' houses, with some of these 'unrivalled' *Professors*, which we humbly think will not be realized in many years, and certainly not under the 'renowned' *Professors* for whom the puffing was done. Some of these have already run their course; many of the 'splendid' buildings are still in the future, and will be for a generation. It may be thought, What of all this? What harm has grown of it, if superfluous expressions were used, and even believed? I answer, Much, every way. It has been the cause of much change, of great restlessness, and too often of deception. It has often wrought change thus: The papers would contain accounts of the wonderful progress under the 'unsurpassed' *Professor* ———, and school-officers in other



places began to wonder why they too might not have wonderful schools, and to think their teacher slow and useless, because he did not have a school corresponding to the overstrained description of the other. Of course, they began to look about for some grand Professor who should come in with a blowing of trumpets and a flourish of tin-pan thunder. And often the steady-working, high-aiming, actually effective teacher was crowded aside to make room for a bepuffed piece of humanity, who was more favorably known in newspaper articles than in his school-room; then the reality has often opened a little the eyes of his employers, and they have changed again only to get rid of him. At other times, the deception has been kept up for a time, and successive puffs, and exhibitions with tin-swords and pasteboard hats, and new books, and new plans, have kept the school up under its new leadership, only for the reaction to be more disastrous when it did come. And indirectly what an amount of deceit was used and taught! Those who allowed *promised* puffs which they knew were extravagant were not just to themselves, much less those who drilled schools for school exhibitions, in which answers and other things were represented as spontaneous which had been arranged for weeks. Pupils know very well what the true state of things is on such occasions, and the teacher who allows himself to be crowded into any false *appearances* does an injury he can never repair to the minds of those pupils, and diminishes their respect for himself.

This extravagant overpuffing has led school-officers and communities to a course which reminds me much of some fussy body who has got some strange seeds, and having planted them, daily digs them out to see if they are growing; or of some fidgety miss just taking her first lessons in bread-making, who opens the oven-door every five minutes to see if the bread is baking. There are many schools which by a judicious letting-alone would have profited as much as the growing plant or the wheaten dough.

There has been more anxiety to get a good name than to deserve it, more effort for immediate effect and applause than ultimate good, in too many of our educational movements; more dependence upon *management* than real merit. As with houses built upon the sand, the winds and storms which must come too often wash and wear away the foundations of plans thus built, and leave a miserable wreck. The reaction of unwarranted eulogy is seriously felt in the West. Added to the straitness of 'the times', it has caused an actual lowering of efficiency in our system in many instances. Salaries have been cut down, teachers summarily dismissed, and a general depression has taken place within a year past which the hardness of 'the times' will not wholly account for. And yet the evil goes on. How occurs it that, while it is acknowledged that crime and ignorance are on the increase, that our schools are not

what they should be, and school-officers often inattentive to their duties, no schools except *excellent* ones, no officers but *efficient* ones, no communities except *appreciating* ones, are mentioned? One would think there were no poor teachers in the West, if he took his information only from the papers. Thanks to the honesty of our Editor, we find in the *Table* occasional mention of facts which keep us mindful that that the work is not all done yet, and that there are places where liberality of policy sounds like a burlesque. We learn too that Illinois has a few private-school teachers who are doing good service in the cause of education.

Now this must change if we would effect permanent good, in fact if we would not do further and greater injury. The mass of the people will soon see through shams and show, and while they find much of it they will meet 'log-rolling' with 'log-rolling', and many who imagined they had just fixed a reputation and a place will find the people have deceived them, on the other hand, and make changes for which they have given no warning. The evil will extend to individuals who have always avoided the glitter of Dutch leaf, and have waited for ornament and applause till they could secure the color of the true gold. The evils which are brought upon a class will often injure innocent individuals.

It was but a few days ago that a glaring instance of this 'overpraise' came under my notice. The most fulsome commendation was used which the language can express, and a stranger whose only information was the printed item would think it a perfect school which the writer had visited. But there was another side to the story, as expressed by a remark of a gentleman who threw down the paper after reading the paragraph, saying, "How the world is give to lying." To those who knew about the school the article only served to show the critic's deplorable weakness, and that he knew nothing of schools. Yet with others harm will be done.

"Lying lips are an abomination." "Righteousness exalteth a nation, but sin is a reproach to any people," and our educational movements must rest on substantial truth if we are to be exalted.

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OHIO built in 1857 220 churches worth \$400,000; 800 school-houses worth \$400,000; and 20 county buildings worth \$300,000.

RED cheeks are only oxygen in another shape. Girls anxious to wear a pair will find them where the roses do — out of doors.

HE who stabs you with a pen would do the same with a pen-knife, were he as safe from detection and the law.

## SCHOOL ARCHITECTURE.—NUMBER IV.

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MR. EDITOR: We endeavored in preceding articles to suggest briefly some of the necessities of the Common Schools in the construction of school-buildings, and to exhibit some of the deplorable mistakes that have been made in many places, showing the want of information among those to whom the erection of school-buildings is generally committed. On account of the limited space to which we have been necessarily confined, we have been obliged to omit many topics connected with the subject, and to treat briefly those we have taken up. We trust, however, that the practical and pressing importance of the subject is appreciated by all the readers of the *Teacher*, and that the only question remaining in their minds is—How shall the information necessary for the erection of suitable buildings, and the improvement of those already badly built, be compiled, prepared, and given to those who should possess it?

Some may answer the question by directing attention to the single school-house illustration given in the second volume of the *Transactions of the Illinois State Agricultural Society*; some to the occasional illustrations published in the *Teacher* or other educational journals; others may refer us to *Barnard's School Architecture*. Were we asked the question, our reply should be—that we know of no publication which can satisfy the varied wants of the schools of Illinois. We have no particular fault to find with these, *as far as they go*; but when we consider the variety, of all grades, from the humble district school of the country, containing from twelve to twenty pupils, to the stately buildings of our towns and cities, constructed to accommodate from five hundred to one thousand—when we reflect upon the diversity of taste and the difference of pecuniary ability among different communities—when we do not find specifications or estimates accompanying these cuts, which are necessary accompaniments for the builder, it will be clearly seen that we have but little suited to the necessities of those who erect our school-buildings. Another important consideration is, that, even if we had a suitable work, containing all the plans, elevations, specifications and estimates, in detail, necessary to enlighten on the subject, a large portion of our directors would never see or hear of it, and many would consider it little economy to procure it if they were obliged to pay for it.

As men are delegated, all over the State, to perform the important duty of erecting houses for the public service, they should be furnished with all the information necessary to discharge the duty properly. This information could be obtained

and put into the hands of every school-officer by the authority of law, and this is the only way it can be economically and efficiently accomplished.

The following section of the common-school law of Pennsylvania of May 8th, 1854, will show the way the subject was treated in that State:

The Superintendent of Common Schools shall be authorized to employ a competent person or persons to submit and propose Plans and Drawings for a School-house Architecture, for different grades and classes of School-Buildings, that shall be adapted for furnishing good light and healthful ventilation; and if such Plans and Drawings are approved by the Superintendent of Common Schools, he is hereby directed to have them engraved and printed, with full specifications and estimates for building in accordance therewith; and shall furnish a copy of the same to each School District.

The book thus ordered was furnished under the editorial supervision of Hon. THOS. H. BURROWES, and in addition to the *Plans, Specifications, and Estimates*, several chapters were devoted to Grading, Location, Lighting, Heating, and Ventilation, and also to the Furniture and Apparatus necessary for the schools; thus making a very complete guide-book for Directors upon the subjects treated. The book as published contained nearly 300 pages.

It is to be hoped that our Legislature will this Winter make provision that such a work as the one described may be prepared, under the supervision of the Superintendent of Public Instruction, who is eminently qualified as a practical teacher to accomplish it. And here we would remark that it is a matter of congratulation that a teacher, fresh from the school-room, occupies the honorable position of Superintendent. We hope it may always be so, and then we may look for practical reforms.

A. M. G.

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## PROBLEMS—SOLUTIONS AND NEW PROBLEMS.

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OF solutions to Problem 8 we select the following, by 'D.R.S.', of Monmouth. It is the most arithmetical in its procedure; but of course every solution is based upon principles of geometry.

*Problem 8.*—A board 10 feet long, 5 inches wide at one end and 15 inches wide at the other, regularly tapering, is required to be cut across so as to be divided into two equal parts. How far from either end must it be cut?

*Solution.*—We readily find the square contents of the entire board to be 1200 square inches, and that when it is divided each

piece must contain 600 square inches. As the board while it is 10 feet long is 10 inches narrower at one end than at the other, the decrease in width as we leave the wider end is at the rate of an inch to the foot; and since the narrow end is 5 inches wide, if we add as many feet to its length the board will be brought to a point. The contents of a triangle being one-half the product of its base and altitude, the piece thus added will contain ( $\frac{1}{2}$  of  $60 \times 5$  or) 150 square inches, and its area together with that of the half of the original board which joins it will be  $(600 + 150)$  750 square inches. Since the gain in width (starting from the point) is 1 inch to 12, this piece must be 12 times as long as it is wide at its base. Whatever, then, this width may be, we know that one-half of its product by 12 times itself, *i.e.*, 6 times its square, is equal to 750 square inches. The square, then, of the width is 125 inches, whose root is 11.180339+; hence the piece at its base is 11.180339 inches in width. Since its width is one-twelfth of its length, the latter is (12 times 11.180339) 134.164069+ inches. If now we take from this piece the 5 feet which we added in order to make the form of the board triangular, we shall have left the half of the original board which was increased by it: the length of the piece so remaining will be  $(134.164069 - 60)$  74.164069 inches; therefore, if the board be cut at the distance of 74.164065 inches from the narrower end it will be divided into two equal parts.

Mr. C. THOMAS supposes the board extended to a point as above, ascertaining the length or altitude of the triangle to be 15 feet, and its area to be 1350 square inches. The area of the lower half the board is 600 square inches, so that the area of the upper half with the prolongation is  $1350 - 600 = 750$  square inches. Mr. THOMAS then applies the following principle of geometry: "As the area of the whole triangle [1350 sq. in.] is to the area of the smaller triangle [750 sq. in.], so is the square of the height of the greater or whole triangle [15 ft., 180 sq. in.] to the square of the height of the smaller." This proportion gives 18000 as the square of the height of the smaller triangle: the square root of 18000 is 134.164+, which is taken from 180, the whole height, leaving 45.836— as the distance of the line of section from the greater end.

Mr. N. HOLT, of Tamaroa, gives a process based upon the same principle, and generalizes it thus: "The plank may be divided into any number of equal parts, or any required part may be cut off by the same general rule. *Rule.*—Produce or extend the given plank to a point; square its total length: take such part of this square as is wished to remain after cutting off what is required from the large end of the triangle, and the square root thereof will give the length from the point of the triangle to the point of division. To pyramids and cones or

frustums of pyramids or cones we apply the same rule, substituting the terms cube and cube root for square and square root."

We have seen a curious solution in which the area of a piece of one inch in width cut from the narrow end of the board was ascertained to be  $5\frac{1}{4}$  square inches; the area of the next similar strip was found to be  $5\frac{3}{4}$  square inches: the required half the board was considered to be the sum of a successive series of similar strips; and applying the formula in arithmetical progression which gives the number of terms when the sum (600 sq. in.), the first term ( $5\frac{1}{4}$  sq. in.) and the common difference ( $\frac{1}{2}$  sq. in.) are known, the number of terms, which is also the number of inches from the smaller end of the plank, was ascertained. If the formula used could be demonstrated arithmetically this would be an arithmetical solution.

We have two solutions of Problem 9, of which we choose the following, by J. M. BLACKFORD, jr.:

*Problem 9.*—A stick of timber 30 feet long, of uniform density and size throughout its entire length, is to be carried by three men. One takes one end of the beam; the other two place a bar at some distance from the other end, and carry at the ends of the bar with the beam midway between them. At what distance from the end must the bar be placed so that each man may bear one-third of the weight, no allowance being made for the weight of the bar.

*Solution.*—From well-known principles, we may say that the whole weight lies exactly in the middle of the beam, at the centre of gravity. It is also another well-established fact in mechanics that the weight is to the power as the distance from the fulcrum to the power is to the distance from the fulcrum to the weight. Now the weight being divided into three equal parts, and the man at the end of the beam bearing one of these parts, he must be three times as far from the bar (which acts as fulcrum) as the weight (centre of gravity) is; and two-thirds of his distance from the fulcrum must be between him and the weight, since the other third lies between the weight and the bar: hence the bar must be  $7\frac{1}{2}$  feet from the other end, or midway between it and the weight; consequently the other two men must bear the remaining two-thirds.

The November number of the *N. Y. Teacher* gives a different solution, with result making the distances 5 and 25 feet; but it contains a fallacy, we are satisfied. We have not space this month to give it and comment upon it.

We have three solutions to Problem 10, from which we select the following, by 'Ulysses':

Limiting the question at first to finding the least number divisible by 17, but leaving a remainder of 1 when divided by any number less than 17, we see that if one be subtracted from the required number there will be no remainder upon dividing by the numbers less than 17, which we will call the minor num-

bers. The number sought is, then, one more than a multiple of all the minor numbers. First find the least common multiple of the minor numbers, which is 720720. If upon dividing 720720 by 17 we have remainder of 16, it is plain that upon adding 1 we shall have a number divisible by 17 answering the conditions of the problem; but dividing by 17 we have remainder of 5. If our dividend were twice as large, the remainder would be twice as large, viz., 10; if three times, 15; if four times, 20 (adding once the divisor to continue the series); if eight times, 40; if nine times, 45; if ten times, 50. But 50 is one less than a multiple of 17, viz., 51; so that upon dividing 10 times 720720 by 17 we shall have remainder of 16, and upon adding one to 10 times 720720 we have a number divisible by 17, 7207201, which, being one more than 10 times the least common multiple of the minor numbers, must leave a remainder of 1 upon being divided by any one of them; and it is also the least number having these properties, as it is one more than the least multiple of 720720 which gave remainder of 16 when divided by 17.

To find the second number of the natural series having the same properties, we must continue the series of remainders as before, until we find a multiple of 5 which is one less than a multiple of 17, or (which is easier to determine by inspection) take the series of multiples of 17 till we find another which is 1 more than a multiple of 5. The multiples of 17 up to 170 are 17, 34, 51, 68, 85, 102, 119, 136, 153, 170; 136 is the one we seek for, being 1 more than  $27 \times 5$ ; if, then, we multiply 720720 by 27, and add 1, we have the second number sought, which is 19459441.

The third number may be found by continuing the series of 5 and 17, or, more directly, thus: To obtain the second desired multiple of the minor numbers, 27 times 720720, the first desired multiple of them being 10 times 720720, we added to this first multiple 17 times 720720; again adding 17 times 720720, making 44 times 720720, we have the third multiple of the minor numbers, to which we add 1 to get the third number required by the Problem, which is 31711681. The fourth, fifth and sixth numbers of the same properties are obtained by adding 1 to  $61 \times 720720$ ,  $78 \times 720720$ , and  $95 \times 720720$ .

In answer to the inquiry of Mr. J. M. BLACKFORD, jr., 'D.R.S.' furnishes the following:

Mr. J. M. BLACKFORD, jr., asks, "Is there any known rectangle other than 3 and 4 and its proportionals, the diagonal of which is commensurable with the sides?"

There is *occasionally* such a rectangle to be found; indeed, one would risk but little in saying that they are to be met with *frequently, very frequently*: for instance, 5 and 12, 7 and 24, 11 and 60, 13 and 84, 17 and 144, 19 and 180, 23 and 264, and so on to 'end of the chapter'.

J. M. B. *may be* aware of this frequency; should he fail to be so, however, he need consider it no disgrace, for he is not alone. The memory of the writer serves him but poorly, still he has a distinct recollection of the fact that a certain mathematician—one, too, whose acquirements as such had long been the wonder and admiration of his friends—when asked this same question with regard to rectangles, worded precisely as above, replied in quite decided terms to the effect that there were *none* of the kind inquired for, stating that he had bestowed upon the query considerable thought! And yet, *in the long procession of numbers, there is not one, be it a multiple of 3, or of 4, or of neither, even or odd, composite or prime, whose square has not a corresponding square which denotes the difference between itself and a third number which is the product of some other number repeated as many times as it contains units.*

The following problems are offered:

*Problem 11.*—It is required to fence a square field containing as many acres as there are planks to fence it, allowing five planks to the panel, each panel being a rod long.—F. B. BLACKFORD.

*Problem 12.*—There is a square board the diagonal of which is ten inches longer than any of its sides. What is the length of one of its sides?—JOHN KENNEDY. [Is this a true problem?—L. D.]

*Problem 13.*—A round stick of timber 12 feet long, 3 feet in diameter at one end and 2 feet at the other, is to be hauled upon a wagon of which the axles are 7 feet apart. How many feet of the small end must extend over the axle so that the weight shall be equal upon each of the axles?—J. M. BLACKFORD, jr.

*Problem 14.*—A school-district wishes to borrow \$6,300 at ten per cent. interest per annum, and pay the interest and principal in such a manner that six equal annual payments shall liquidate the whole debt. What will be the proper annual payment which will meet each year's interest and in six years cover the principal? Of course an algebraic solution would be easy, but an analytical arithmetical one is desired.—W., p. 356 *November Teacher*.

And now, kind readers of the *Teacher*, in this last number of the fourth volume, 'L.D.' comes forward with a word or two. Last April we proposed a few arithmetical questions, hoping to excite an interest in such exercises of skill, and thus to help forward mathematical and especially arithmetical learning in Illinois. The Editor of the *Teacher* seemed to think it to be our duty to look after this department, which we have essayed to do. We have been gratified with evidences that our wish and purpose have been fulfilled, and that these problems have



been useful and instructive. What will be done in this department hereafter we know not; but as we shall remain no longer the almost self-elected Mathematical Editor of the *Teacher*, with the close of the volume we thank you for your attention, make our best bow with hat in hand, and go out to return no more.

L. D.

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#### TRAVEL NOTES OF THE STATE AGENT.

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MOUND CITY. Here is a school-house ample enough to accommodate some ninety or one hundred pupils, which, considering the time it was built and the age of the city, is worthy of commendation. I may as well state, while on the topic of school-houses, that I have seen many school-edifices deserving of commendation in the place where I found them, which would not be a credit to older and more able towns. I do not feel at liberty to withhold praise simply because an edifice has not *all* the conveniences for seating, heating and ventilating; or because it may not be so *spacious* as could be built had the builders money enough. When the school-house of a new town is equal to or better than the private dwellings around it, there is gratifying proof that the common school is appreciated. Though it be a truth melancholy enough to alarm that many school-edifices in the State are unhealthy resorts, owing to malconstruction, yet this is not always so, and need not be so at all. The public mind is awakened to the importance of better school-house architecture, and needs only to be told *how* to build—to be shown the more excellent plan. It avails nothing to point out defects, to find fault, to tear down, unless the *reconstruction* is also shown. Tell the remedy and the people will use it. But to return to Mound City. One per cent. of the sales of city lots is set apart for school purposes, and upward of three thousand dollars has already accumulated from this source. The teacher, Mr. S. B. STEELE, is now in his second year.

CAIRO, the capital of Egypt, is rapidly recovering from the effects of the great inundation; and, together with almost every thing else here, schools are again in operation. While journeying in the sunny South I came to the school-room of B. G. ROOTS, Esq., President of the State Association. Every thing was patriarchal: it was like a family. Excellent order, excellent lessons, great good-humor, much earnestness, and a large, round-about, old-fashioned common-sense, were noted as characteristics of this school and its teacher. If any teacher has

still a lingering doubt about the possibility of completely ostracizing whispering in a mixed school, let him visit Mr. Roots.

At CENTRALIA a new life is infused into matters educational. The new Board of Directors, Messrs. MONTROSS, STOKER, and WARREN, have set at work in earnest to establish free graded schools, and to this end have secured the use of the academy, and also fitted up two additional rooms. Mr. BUNCE, who formerly taught in Lasalle, is the leading teacher.

Before taking leave of this part of the State, it should be stated that an increased interest in the common schools is apparent among prominent men. The real position of free schools as compared with private tuition schools is becoming well understood, and the former are receiving a welcome of marked significance. Perhaps no better place could be found to exemplify the benefits of our free-school law than here; and certainly no part of the State is making greater advancement in educational facilities.

Centralia is a prominent point on the great thoroughfare of the State—the Central Railroad. Here the branch unites with the trunk, and here one of the chief officers of the Company—Assistant Supt. PEASE—resides. Mr. MONTROSS, one of the School-Directors, is a conductor. The Company are acting with great liberality in favor of education, by donating sites for school-houses, assisting the friends of education, and in a hundred ways pushing on the common cause. I have met with no more gentlemanly and intelligent friends of graded schools than the officers of the Illinois Central Railroad:

HOMER.—The school-house in this place cost some seven thousand dollars, and is tolerably well seated. The district, I believe, does not own the building entire, but will doubtless be able to complete the purchase soon. Mr. A. W. FREEMAN, with two assistants, is hard at work in it, and with very good success. He has 150 pupils.

URBANA.—In the old town the seminary has been changed to a free school. It has also been determined to erect a new school-house, and the necessary funds have been voted. The town has assumed the payment in the coming three years of over ten thousand dollars for school-houses. Dr. L. M. CUTCHEON is the prime mover in this noble enterprise, and is warmly sustained by CRANDALL, the Editor of the *Urbana Union*, LEAL, the County School Commissioner, and others. At the railroad town there seems to have been an unfortunate division into two districts, neither of which was able to do much alone. An effort is now being made to unite them, which is likely to succeed. J. W. SCROGGS, Esq., Editor of the *Central Illinois Gazette*, is a warm advocate of the union movement. It is a fact that the press is the strong arm which builds up or smites down, and is naturally the ally and friend of education. No wonder, then, that the champions of a judicious system of

graded schools should so often be found among the conductors of the press.

Mr. J. A. JOHNSON, of Decatur, has five assistant teachers in his building, and there are also five other public-school teachers in the city. In a quiet, judicious way, Mr JOHNSON is systematizing the schools and laying the foundations for permanent success. It is gratifying to know that his labors are being appreciated, and that he has the confidence of the community which he is so faithfully serving.

CARROLL COUNTY INSTITUTE.—One of the most noticeable features of this Institute was the full preparation made for it. Preliminary meetings were held, drill-teachers appointed, and essayists chosen; and every thing seemed to have been done to prevent a loss of time on the assembling of the teachers. I have not met with so full preparation elsewhere. This wise forethought was doubtless the suggestion of the School Commissioner, Mr. DEWOLF. Dr. HOSTETTER, Editor of the *Republican and Intelligencer*, C. B. SMITH, and J. L. HAYS, together with the Principals of Mt. Carroll Seminary, took leading parts in the exercises of the Institute, and evinced a familiarity with the topics discussed and subjects taught which places them high on the scale as educators. Some of these teachers showed by the excellence of their methods that they had been educated at a Normal School. Mt. Carroll Seminary is one of the few private schools which do credit to the places where they are located, and honor to the indefatigable perseverance and energy of its founders—the present principals. The public schools are manned with good teachers, but are subjected to all the annoyances incident to a lack of suitable school-buildings. It is expected, however, that good accommodations will soon be supplied.

STEPHENSON COUNTY INSTITUTE was held at Cedarville; and from the very start it was apparent that the cause this meeting was called to further was no secondary affair in the estimation of those present. All labored with zeal, led on by the County Commissioner, HENRY FREEMAN. The teachers from Freeport united with the teachers from the rural districts, and worked together like a band of brothers. The hospitality of the citizens of Cedarville was cordially extended—some twenty being welcomed to the home of Hon. J. H. ADAMS, a member of the State Senate. The simmering of the political caldron, which was boiling so intensely at the time, could not detract his interest from the teachers' efforts to improve themselves and scholars. Hon. Mr. DAVIS also paid us a visit, and assured us that the educational movements now being made met his views and should have his support. It is encouraging to find men in authority lending their influence and counsels to the common-school cause. Messrs. FREEMAN, MERWIN, BLACKMER, and the Agent, were the lecturers.

DEKALB' COUNTY INSTITUTE.—Neither the inclemency of the weather nor the great excitement existing at the eve of our election could deter the earnest and devoted teachers of this county from the mutual benefit expected to be derived at their educational convention. Upward of fifty teachers were present at the opening of the session, and this number was increased to one hundred before the close. Although the first gathering of the kind in the county, it was eminently successful. The Agent found able assistants in every department. The drill exercises of the daytime were made interesting by the lively interest that all took in the proceedings. The meetings that had been held in different parts of the county by Dr. HARRINGTON (their School Commissioner) and others had prepared the way for a profitable Institute; and the encouragement given by the citizens of Sycamore acted as a stimulus to the teachers, who even need the sympathy of the patrons of their schools. The clergy of this place were ready to aid in the glorious work. Addresses were delivered by Rev. Messrs. GORE, ROBERTS, SEARL, and SANBURN, worthy of their high calling. The presence of Mr. JOHN MONROE, of Paw Paw, with his readiness and aptness for the work, was cheering; and though late in reaching the Institute, his zeal made ample atonement.

This county has many valuable laborers at work for the cause of universal education outside of the teachers' calling—among whom we may mention C. W. WAITE, Editor of the *True Republican*, and A. O. MATTISON, Editor of the *Western World*, who are doing a good work.

The efforts of all true friends of educational progress ought at this time to be directed to the encouragement of Institutes and Associations; for they awaken an interest that does not readily slumber.

JO DAVIESS COUNTY INSTITUTE.—On arriving at Galena I found a committee at the dépôt ready to conduct the Agent to the hall, where a large audience were waiting to hear an address on education. The teachers of Galena, Warren, Nora, and Scales's Mound, together with some from the more rural districts, assembled; and had it not been for the cold weather and horrible roads a still greater number would probably have attended. The drill exercises were much the same as at other Institutes, and the evenings were occupied as follows: Monday by the Agent; Tuesday by J. H. ROBINSON, Esq.; Wednesday by Rev. N. WOODWORTH and a discussion; Thursday by the Agent and Rev. E. M. BORING; and Friday by the Hon. C. B. DENIO and the Agent. This Institute was characterized by earnestness and zeal. The warm heart of the aged School Commissioner, who is enthusiastic in the work; WM. CARY, Esq., the Superintendent of the schools of Galena; and Mr. WAGONER, and other citizens of the place, rendered valuable aid.

The remarks of Mr. WOODWORTH on *School Government* and

*Physiology* were appropriate and timely. *The Mission of the Teacher*, as presented by Rev. E. M. BORING, was finely portrayed. His love for the cause and former experience as a teacher enabled him to impress the truths of his theme upon the audience in a manner more forcible than we have often heard.

The Hon. C. B. DENIO, with a manly enthusiasm worthy the cause, put himself on record in favor of free schools. It was evident that his theme inspired his tongue with more than ordinary eloquence; and I was not surprised to hear him, after alluding to and commending our system of free schools and the noble institution which stands at its head—the Normal University, speak also in favor of gradually adapting all instruction above the mere elements so as to meet the wants of a great agricultural community. Let those sciences which underlie agriculture have an honorable place in the public schools. His views were both progressive and conservative: ignoring those rash and sudden changes which destroy, he nevertheless strongly advocated progressive movements, and went in for a living, working, practical education.

S. WRIGHT.

## STEARNS'S PRACTICAL GUIDE.

WE publish the following communication from Mr. STEARNS, as it is but fair play to allow him opportunity to defend himself and his work against assaults. Of both the manner and substance of his reply we have something to say. We wrote a notice of the 'Practical Guide', one-fifth of which was commendatory of the work in certain aspects, and the remainder objected to the departures of Mr. STEARNS from the pronunciations prevailing in America as represented by WEBSTER and WORCESTER (especially the former), and further called attention to some particular words and classes of words with respect to which we found fault with Mr. STEARNS's *Guide*. And now comes Mr. STEARNS, and enters a plea *seven and a half* times as long as our notice, and *nine* times as long as the part of it objectionable to him. We confess ourselves alarmed at the possible consequences of the replication we are obliged to make. Should Mr. S. like it as well as our original notice, and claim the right of rejoinder '*in extenso*', as he says (and we have now a full sense of the meaning of that phrase), we should be overwhelmed. Nay, the dictionary does not supply a sufficient word, and we must resort to GILBERT ABBOT À BECKETT and the *London Punch* for a term the more expressive because un-

defined, and say that we should be utterly flabbergasted! We shall hereafter beware of authors, until we learn what power of extension they possess; what skill in episode; what stores of quotation; and what resources of irrelevancy. We tender our sympathy in advance to our neighbors of the *Indiana School Journal*: they too have presented objections to Mr. STEARNS's book not less disparaging than our own, and promise more hereafter: could they have known the diluvian penalty that has fallen upon us, they would have been awe-struck and silent. Certainly Mr. STEARNS is very thin-skinned and feels that his work needs great efforts of defense, or he would have answered all that we said against him much more briefly. The wit and playfulness of his article we enjoy: we can admire the flourish of his weapon and the gleam of his steel, though the blow and the thrust come mercilessly upon our own critical head and body; but if we are such a pitiful blunderer, wrong so unqualifiedly and in every instance, why this mighty outpouring to wash away so slight a splash? The very length of the reply is a weakening of his cause. We hope that as Mr. STEARNS grows older in authorship he will learn the virtue of bearing with criticisms not springing from ill-will, even if they are ill-founded. Not every attack is to be fiercely repelled.

Even to some of the relevant parts of Mr. STEARNS's reply we shall have nothing to say. For the rest our comments follow, at the end of Mr. STEARNS's article.

*To the Editor of the Illinois Teacher:*

In the September No. of your Journal is a Notice of "A Practical Guide to English Pronunciation. By EDWARD J. STEARNS, A.M.," published by CROSBY, NICHOLS & Co., Boston, which I like so well, on the whole, that I propose to copy it *in extenso*, interposing an occasional remark of my own, to give it the proper effect.

It begins thus:

"Every person interested in the correct pronunciation of the English language is pleased with this book as soon as he opens it. Its plan is excellent. The work is issued in two parts, which are bound separately: one book is to be used for study, and the other, containing the same words in the same order and on pages of the same numbering, is a mere list to be used at recitation. The words selected (about 5000) are those which the author says he has heard habitually mispronounced in some part or other of our country, and therefore they are those which specially need correction. The work is highly commended by the journals of the day and by eminent teachers. There are few persons who desire to pronounce correctly that will not be benefited by the careful and critical study of it."

That's so.\* Among the "journals" are the *North American Review* (Jan. 1858)—which "cannot see how the work could have been accomplished more thoroughly and happily," and which closes its notice by saying that the book "ought to be adopted at once into each grammar school, high school and academy in the land,"—the *Boston Courier*, *Transcript*, *Traveller*, (not *Traveler*, any more than *gravely* for *gravelly*,\* *kernely* for *kernelly*, *fibrilous* for *fibrillous*, *excelet* for *excellent*.) *Journal*, and *Atlas and Bee*. Among the eminent teachers are Mr. William Russell, who has made Pronunciation his specialty for more than thirty years, Mr. Thomas Sherwin, who has been for the same length of time Master of the English High School of the City of Boston, Mr. J. D. Philbrick, Supt. of the Boston Public Schools and President of the Amer-

\* The suffix here is not *ly*, but *y*, indicating not simple likeness, as in *ghastly*, *miserly*, &c., but composition also, as; *sandy*, consisting of sand; *gravely*, consisting of gravel;—*chaffy*, full of chaff; *kernelly*, full of kernels: and yet WEBSTER *gravely* writes *gravelly*, *kernelly*, and even *fibrilous*, as if he were not flying in the face of his own rule! Surely intolerance of the spelling of others comes with an ill grace from one who is so inconsistent with himself.

ican Institute of Instruction, and *Mr. A. S. Higgins* of Huntington, Long Island, whose letter I shall quote from presently. The book has been adopted, moreover, into the public schools of the City of Boston, into all the Normal Schools of Massachusetts, into the State Normal School of Connecticut, and into the Normal School of the City of St. Louis under *Mr. Edwards*, formerly, I believe, Superintendent of the Public Schools of Illinois.<sup>b</sup>

"But—few think that few of those who so unqualifiedly commend the work have studied it themselves."

Among those "few," though, you will certainly class *Mr. Russell*, for he says, in his very first sentence, "I have just finished a careful examination of your Practical Guide to English Pronunciation;" and yet his commendation of it is *very* strong, and he qualifies it by the single declaration, "In a very few instances, my own opinion would differ from yours;" adding in the very next sentence, "In a matter so beset with the thorns of diversity and difficulty, from the very nature of the case, and yet one in which, from the fact of the conflict of opinion, a preference must be indicated as a rule for guidance, candid minds will, I think, readily admit that your suggestions generally bear the stamp of careful consideration, impartial judgment and pure taste;" and winding up his letter with, "Yours cordially:"—and this from a man whom I never saw but once in my life, and that, ten months before, and then, only for a few minutes, and who did not even know that I had been engaged in a work of the kind until he received a copy from the publishers.

In the "few," too, you will place *Mr. Philbrick*, whom, I believe, you know personally, at any rate, by reputation; for surely you will not charge him with saying of a book which he had not carefully examined, that it "is in reality what its title indicates,—a GUIDE through the labyrinth of English pronunciation;" that "it is not only a 'practical' guide, but a safe, reliable guide," &c.; and that "the plan and execution of the work are equally admirable."

The notice in the Boston Courier is by a distinguished *litterateur*, himself the author of a series of text books, and whom no one that knows him will charge with publishing a hasty opinion; yet he says of the author of the Guide, he "has put much into a small compass, and performed his task with judgment and skill."

The editor of the N. A. Review, on my meeting him after the publication of the notice from which I have given an extract above, assured me that it expressed his deliberate judgment of the book.

The Committee on Text-Books of the Boston Public Schools, after having the work under examination more than two months, reported unanimously in favor of its introduction into the grammar schools; that report was adopted, without opposition, by the General Committee, and the book is now in actual use, to the satisfaction of both teacher and pupil.

From all this certainly it would seem that "those who so unqualifiedly commend the work" are the very ones who *have* "studied it themselves."<sup>c</sup>

"Whoever takes this book as a 'Practical Guide' to pronunciation must lay aside at once his Webster and his Worcester."

Not a bit of it: he will want them *both* as much as ever,<sup>d</sup> only he must "lay aside" regarding them as *infallible*, if he has been in the habit of so regarding them.

"and will soon find his neighbors wondering what ails his tongue."\*

If so, it will be because they take *omne ignotum pro mirifico*, and, when they

\* Should you not have spelled it *tung*? The original "Unabridged" gives that spelling of it.

find another's tongue differing from their own, have not the faintest suspicion that theirs may be the sick and his the well one.

Urbem, quam dicunt Romam, Melibœe, putavi  
Stultus ego huic nostrae similem.—

"We were astonished to find Mr. STEARNS instructing us to retain the ridiculous cockneyism of the sound of consonant *y* before the vowel in the words *sky*, *guide*, *guile*, *guise*, *kind*, and their derivatives—as if they were *sk-yi*, *g-yide*, *g-yile*, etc. He calls it 'a decided vulgarism' to say *of-ten* (where neither the *t* nor [the] *e* ought to be sounded), but *sk-yi* is comparatively unpardonable."

Let us pause upon this last sentence a moment. If I were to say, Mary is very handsome; Molly is thought handsome, too, but she is comparatively ugly, no one would understand me to mean that Molly is positively ugly. So in the above sentence; if the language expresses the meaning, that meaning must be that "*sk-yi*" is *only* comparatively, and not positively unpardonable.

But to proceed:

"We might as well say *g-yirl*, which he condemns, or tell of a *be-yutiful chee-yild* in the *g-yarden*."

"*Be-yutiful*"!

I thank thee, Jew, for teaching me that word.

It shall go hard but that shall help me out of the "cockneyism" as you term it—though why, I confess I cannot exactly see.—When Mr. "*HOwen*" calls for letters at the Post Office, and the clerk "looks among the *haitches* instead of looking among the *ho's*," we can all understand that he has to do with a cockney—one who *hasperates* the *haitch* where he should not, and does not *hasperate* it where he should; but "to indict a whole nation"—to make not only *Walker* and *Sheridan*, but *Fulton* and *Knight*, *Jones*, *Smart*, and even *Craig*, who so often differs from *all* the other English orthoepists to agree with *Webster*—to make *these* cockneys, and *Perry*, *Enfield* and *Jameson* the *Simon Pures*, seems to me carrying the joke too far.

But to come back to that word *be-yutiful*. Either it is not parallel with "*sk-yi*," and the other words, in the above paragraph, or else my pronunciation of those words is misapprehended; which, indeed, is probably the case, as the notation of the paragraph interposes a hyphen as well as a *y* after the *g* or *k*, whereas the Guide interposes no hyphen, being guilty of no such "ridiculous cockneyism" as *ske-yi*, but pronouncing the word in *one* syllable, with a *delicate* sound of *y* interposed, just as between the *b* and the *u* in *beauty*,<sup>a</sup> which no man of sense thinks of pronouncing *be-yuty*, or even *b-yuty*, any more than *booty*.

"We might as well say *g-yirl*" as *gyile*. Not so, any more than we might as well say *b-yird* as *beauty*: the *y* sound coalesces with long vowels only, and not with short ones, *Walker* to the contrary notwithstanding; and not with all long vowels, but only with *u*, and with *i* or *y* after *k*, or *g* hard.

"We have compared the first three sections with Webster's *Unabridged Dictionary*, with the following results: Number of words in these sections, 403; number of words in which the pronunciation differs absolutely from Webster, 44; [wrong: 'it should be, 49;] number of words in which Webster gives an alternative pronunciation, one of which this author takes absolutely (not always the one chosen by WEBSTER), 13; [wrong again: it should be, 17, nine of which have the pronunciation "chosen by Webster;"] words spelled differently from Webster, 7."

Most persons would suppose that reference was here had to some of those *classes* of words in which Webster differs from Worcester; but such is not the case, as the words themselves will show:—

## WEBSTER.

*shagreen*  
*jonquil*  
*lamentin*  
*pashaw*  
*pontoon*  
*scrutoir*

## GUIDE.

<i>chagreen</i>	<i>shagreen</i>
<i>jonquille</i>	
<i>lamentine</i>	
<i>pasha</i>	<i>pacha</i>
<i>ponton</i>	
<i>scrutoire</i>	



The other word, *pettit*, is a typographical error; it should be *petit*. *Lamentine* and *scrutoire* I consider the preferable orthography; I have given *chagreen* both ways; *jonquil* and *pashaw* would hardly be mispronounced by one who had learned the pronunciation of *jonquille* and *bashaw*, which latter word also is given in the *Guide*; *pontoon* is not in danger of mispronunciation, and *pon-ton* is. Now as the plan of the *Guide*, which the Notice I am commenting on characterizes as "excellent," requires it to give all orthographies in common use that are at all likely to be mispronounced, and none but such—and as the *Worcesterian* orthography is often likely to be mispronounced, and the *Websterian* seldom\*—and as ninety-nine hundredths of our Bibles, and nine-tenths of our Cyclopædias and other books of reference, and the greater part of all our other works, in England and in this country, follow substantially the *Worcesterian*, and will follow it, in all probability, for a hundred years to come—and as a *Websterian* cannot afford to gratify his orthographical predilections at the expense of foregoing the reading of all this, and if he reads it at all it is desirable that he should read it well, and he cannot read it well, at least to others, without he pronounces it well, it is clear, I think, that the course taken by the *Guide* on this point is the only one it could have taken with any sort of propriety.<sup>h</sup>

"In some instances we like the pronunciation of the little book better than that of the big one; but as to taking it as a '*g-yide*'—we can guess at pronunciation as well."

I am aware that the Yankees are great at guessing; and the Suckers are descended from them, for the most part, and no doubt inherit their talent in this particular line; but somehow these same Yankees never *did* succeed in guessing at pronunciation. *Webster's* orthoepical peculiarities are the record of the guesses of our grandfathers, and they are not such as to inspire us with much confidence in the orthoepico-conjectorial capabilities of their grandsons.

At the same time, there is no necessity for taking "the little book" as a '*g-yide*,' in the sense here intended; it puts forth no such pretensions.<sup>i</sup> It is a *Practical Guide*, but it does not follow that it is an infallible one:—the Compass, I take it, is a practical guide, though it has its variations, and sometimes even misleads the mariner who trusts to it. It is a *Practical Guide for the Use of Schools*; this is expressed on the title-page, though that part of the title is not given at the head of the *Notice*; it is more fully stated in the following paragraph from the Introduction: "Let me say, in conclusion, that though this little work teaches the pupil (the only way, as a child, he can be taught) dogmatically, it is not so quixotic as to think to put into a strait jacket a living mind dealing with a living language: it only seeks to train up the *child*, as near as may be, in the way he should go, expecting him, when come to years of (literary) discretion, to weigh authorities and judge for himself.

"We are sorry to say this, but we are grievously disappointed in the book, and so will all be who use it, in this country at least."

I am aware that the West is a great place: I lived there once, and taught there, not twenty miles from your office of publication. But my "country" is greater: politically, it embraces all these *United States*, north, south, east and west,—as well those *in posse* as those *in esse*; orthoepically, it is co-extensive with *Anglo-Saxondom*: I eschew provincialisms alike in the one and in the other.

That you are "grievously disappointed" is not to be wondered at: you expected too much—what you were expressly warned in the 4th paragraph of the preface *not* to expect—what, in fact, no book on the subject could accomplish. *Mr. Higgins*, of Huntington, L.I., whose expectations were not so

\* It does not follow from this that the *Websterian* is the best; other things are to be taken into the account. See *Webster's* own excellent remarks on phonography, in his *Introduction*, p. lxx., col. 1, paragraph "2."

highly raised, says of the work, in the letter already referred to, "The 'Guide' supplies a want long felt by teachers who aim at accuracy. Something similar I had already used in manuscript; this has saved me a great deal of labor. I am sorry he didn't see fit to follow *Webster* in all things and I presume others regret he did not follow *Worcester*. But as he generally gives a fair reason for his deviation this will not prevent my using it."—Mr. *Higgins* is an *entire* stranger to me;<sup>k</sup> his opinion is therefore an unbiassed one, while it is evident on the face of it that he has "studied the book himself."

"Here are a few sentences containing some of the words differing from *Webster*; we have not made the same comparison with *Worcester*, but know that the work does not follow him. Every word in this paragraph which is marked with an accent or with italics differs from our standard Dictionary.

"The *sk-yi* was bright, and *beg-yiled* me to ramble without a *g-yide* into the woods. There, while walking in a *reverie*, I met a man *disg-yised* as a Hindoo'; he had a box with drawers, like a bureau', the contents' of which he said were 'a *miscellenny* of *sublunnerry* articles', a *k-yind* of *farrahgo* of trifles of which he was a vendor'. He offered me in succession *quenine*', *cochineal*', the memoir' of Jack Sheppard, and a treatise on *veterinerry* surgery. There was a discrepancy in his story of himself."

That the concocter of the above *farrahgo* has been "*beg-yiled* to ramble without a *g-yide* in the woods" is very manifest, and I see plainly that I shall have to pilot him out, whispering in his ear, meanwhile, not to halloo, next time, till he is out.

*Miscellenny*, *sublunnerry* and *veterinerry* do NOT "differ from our standard" unless "our standard" differs from *Webster Unabridged*. In his Introduction, page lxiv., latest edition, middle of the 2nd column, WEBSTER says, "Now, I appeal to any person who has a tolerably correct ear, whether it is the sound of *a* that is uttered by good speakers, or any speakers in *deliverance* and *dignitary*. \* \* \* The sound of the vowel approaches to *e* or *u*, and the notation of *Sheridan* [*delivereuse*, *dignityery*] is nearest the truth. But any notation is worse than useless; for without it, there would be no difference in customary pronunciation."

I should have thought so, too, so far as the terminations *any* and *ary* are concerned, had I not repeatedly heard such mispronunciations as *miscellayny*, *sublunnayry*.—He adds in the next paragraph, "No good speaker ever pronounces these words *moderatly*, *moderatness*." They have "rather the sound of *e* short, *moderet*; at least the sound is more nearly that of *e* than of *a*."<sup>l</sup>

*Reverie* is accented differently from *revery* by *Jameson*, *Knowles* and *Smart*, and would be by *Webster* if he were consistent, for he gives *menagerie* (men-azh'-e-re) and men'-a-ger-y—*guar-an-tee*' (*noun* and *verb*) and *guar'an-ty* (*ditto*) &c.

*Vendor* is here confounded with *vender*, from which it should be kept entirely distinct. It is a *legal* term, in antithesis with *vendee*, and the general rule is to accent that class of words on the antithetic, *i.e.* the last syllable; all lawyers so accent them, and *Webster* himself says, obli'ger, ob-li-gor'—mort'-ga-ger, mort-ga-geor'.

*Sk-yi*, *g-yide*, &c., have been already disposed of. Contents' is preferred by *Walker*, and given without alternative by all the other *English* orthoepists, and *Webster* himself says con-tent' in the singular.<sup>m</sup> *Memoir*' has more than two to one in its favor. *Cochineal*' has the authority of *Smart* and of euphony. In *hindoo*, *bureau*, *quinine* and *discrepancy*, *Webster* is one side, and all the *English* orthoepists on the other. To *farrahgo* I plead guilty.<sup>n</sup>

Having thus helped my friend out of the woods, I trust that he will not take it ill if I help him in again, and so far in, that all the *g-yides* in *Anglo-Saxondom* won't help him out.

In the following *farrahgo*, the accented and italicized words are taken from the last edition of *Webster's own Unabridged*, Springfield, 1845.<sup>o</sup> *Goodrich* has changed two of them and given an alternative pronunciation as a *second* choice to six others; but *Webster* gives no alternative to any of them.

"One dark night, when the moon was at the an'tipodes, groping my way through a *nahsty* lane, with the "standard" Dictionary as a g-yide, I fell in with what seemed to be a *raytional* being riding on his *ahss*, with a *s Word* at his side and a *bahsket* dangling from his *crooper* (so as in *book*). His hay'er was matted and tangled—the consequence of his having lived so long in a state of celib'-a-cy. He was *deef* as a post and his voice was a cracked trib'le. He "offered me in succession" a lev'er or crowbar, a tin'y mole'cule of frank-in'cense, some *guaykum* from the apothecary's, a small pray'er-book, and a treatise on scar-lat'-i-na. His "story of himself" was very circuit-ous."

One word on the above. If *Webster* and his followers can turn *ass* into *ahss*, why can't I turn *farraygo* into *farrahgo*? especially as *John Bull* first metamorphosed it, and I am only turning it back again.

"Enough of this."

I think so too; though if there is not, I have plenty more of the same sort.

"We do not believe in *Walker*, who seems to be Mr. STEARNS'S authority;"

If he does, then I can only say that it is but another illustration of the difference between "to seem and to be." Of the 403 words of "the first three sections," 49 "differ absolutely from *Webster*;" certainly the work does not follow *him*: 43 differ absolutely from *Walker*; the work "seems" to follow *him*: 11 differ absolutely from *Worcester*: we "know that the work does not follow *him*." Put that, and that, and that, together and we have the following proportions:

11 : 43 :: does not : seems;  
49 : 43 :: does not : seems; ergo,  
11 : 43 :: 49 : 43; ergo, 11 = 49. Q. E. D.

"and we do not believe in frenchifying and cockneyizing the great English language: [which is the *frenchifier*, he who says *chivalry*, or he who says *shivlry*?] and if but one word in twenty is infected with the affectations of *Walker*, the book is no longer a 'Practical Guide'."

I agree with you there; and I will go further and say that if but one word in *two hundred* is so infected, the book is no longer a *Practical Guide*; and I will engage for every affectation of *Walker* that you will find in the *Guide*, to find you two, at least, to match it. What do you think of *navshus*, and *rozheal*, and *vizhual*, and *ishshu*, and *tishyu*? If *hidjeous* is a *hidjeous* pronunciation, *navshus*, I am sure, is a *navshus* one.

But enough of this. It is time that this war of the Dictionaries should cease.<sup>4</sup> There is room for all of them. I have *Richardson* and *Webster*, and I have subscribed for *Worcester*. I would be glad if all three were in every school in the land, and a man (or woman) of sense, to make a *judicious* use of them, into the bargain.

*Webster* is valuable in several respects: many of his remarks on pronunciation are excellent; so are *some* of those on orthography. He is especially valuable for definitions; but he is not *invaluable* even for them, as I had occasion to learn (though not for the first time) this very day, while hearing my class. I asked them the first (or original) meaning of *derive*, but not one of them could tell me. I then told them what it was, and referred to *Webster* to back me; but instead of doing it he left me in the lurch, saying it was the *fourth*, and putting three *figurative* meanings before the *literal*, and every one of them in the wrong place. This was putting me in an unpleasant position. Fortunately, however, he gave the derivation correctly, and, my class being a sensible class, I succeeded in satisfying them that I was right and he was wrong. The meanings should be arranged thus, (I designate them by his numbering): 4, 6, 1, 5, 3, 2.—The phrase at the end of my last paragraph, "into the bargain," (or *in the bargain*, as some write it,) after it was written, I had the curiosity to look for in *Webster*, and lo! it was not there; and yet it is a good *English* phrase, and ought not to be treated so cavalierly.

*Webster* defines the noun *expert* "an expert person." Now suppose one who was ignorant of the proper application of the word, should read in the

newspapers this sentence, "The case was decided by the testimony of an expert," what would he understand by the word? What but "an expert *testifier*," one who could tell his story glibly and stand a brow-beating cross-examination?—One of the meanings of *faldstool*, "that from which the litany is said," Webster leaves out. The figurative meaning of *heeltap*, "the sugar, &c., left at the bottom of his glass by the dram-drinker," he does not give; probably because it has been getting obsolete the last thirty years.—From his definition of *leap-frog*, any one would suppose it was played by only two boys, and that one did all the leaping, and the other, all the stooping, though wherein the *play* consisted to this latter it would puzzle him to tell.

These are words that *obtruded themselves* on my notice while searching out the discrepancies between "the big book" and the "little book": they show clearly that the former is not infallible any more than the latter. The truth is, this taking any one man as a *standard*, I do not believe in: it is not an *American* idea; and the sooner it is exploded the better. Let the big book by all means be kept upon the Master's desk, to be used *according to his judgment*, taking care that he be a man of judgment. This is the use I expect to be made of the little book. On *seven-eighths* of the words, the teacher (if he is fit for his place) will agree with it: of the remaining *one-eighth*, if there are any that he cannot consent to pronounce as the little book pronounces them, let him say so to his pupils, and instruct them to give these words a different pronunciation. This will be making a common-sense use of the book—the use that *should* be made of all school-books, and, I may add, of all other books also.

THE AUTHOR OF THE GUIDE.

MYSTIC HALL SEMINARY, near Boston, Oct. 1858.

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"That's so." (We think we have heard this phrase before, but generally under such circumstances that we should prefer not to use it, as we would not encourage the use of slang.) Mr. STEARNS is very well pleased while we praise him, and we have no hesitation in saying even more than we said before both in commending the book to the examination of teachers and persons who will *study* it, and in objecting to what we deem its faults. We wish that the book may go into the hands of persons of discretion extensively, and that all its merits as a book and as a '*Guide*' may be fully appreciated. It is a book for the College, the Normal School, the High School, and the Academy. It is a book for all schools in which the teacher can rely in a measure upon the judgment of his pupils, and teach them the fact and the reasons of variations among orthoëpists.

We think that Mr. STEARNS does not appreciate the fact that with a large portion of the pupils in our common and grammar schools the text-book has an authority superior to that of the teacher. The text-book they can have in hand at all times; the teacher's comments and dissent are intermitting. We have felt a difficulty in teaching from a book unreliable solely on account of typographical errors: how much more trouble should we find in the use of a book from many of whose doctrines and instances we felt obliged to dissent. If the teacher is the '*Practical Guide*', the pupil, unable to serve two masters, despises the book: if his teacher has not superior power, he clings to the book, thinking that the man who has made a book is greater than he who has made none, and disregards the teacher.

<sup>b</sup> As Mr. S. is so ready to cite so many 'eminent teachers', we wonder that he is not acquainted with Mr. RICHARD EDWARDS, late of Salem, Massachusetts, and then his near neighbor, and really an eminent teacher (See Amer. Educ. Year Bk. 1858, pp. 23, 24, 237, 238), but confounds him with N. W. EDWARDS, a lawyer, not known as a teacher, but the first and zealous State Superintendent of Illinois.

<sup>c</sup> Despite all this, we think that, as usual in such cases, "few of those who so unqualifiedly commend the work have studied it themselves." We did not say 'none', but 'few'. As to the instances cited, it is quite possible that in that vicinity there are many people who pronounce so like Mr. STEARNS that *they* can unqualifiedly certify to the excellence of his 'guidance'. He has named, however, but one man who is known as an orthoëpist, Mr. RUSSELL. An examination of Mr. RUSSELL'S 'Exercises on Words' leads us to think that his courteous letter is pressed into a service for which it never was meant, when such a degree of laudation is inferred. In that work, containing, of course, carefully-considered opinions and sentences, he commends Prof. GOODRICH'S revision of WEBSTER'S pronunciation, saying that "Dr. GOODRICH'S critical judgment and refined taste have left comparatively little ground of objection in regard to the peculiarities which formed the only drawback from the value of the original work." (*Exercises on Words*, p. 24, note; edit. 1856.) We do not set this up as in *opposition* to his letter, for we do not so understand it; but it should modify Mr. STEARNS'S jubilation, and lead him to put less stress upon that not unusual ending, 'Yours cordially'.

<sup>d</sup> We yield this point and recant most heartily: after adopting STEARNS as a 'practical guide' he *will* need both WEBSTER and WORCESTER *more* than ever, to recover himself by their aid.

<sup>e</sup> The 'Practical Guide' so far forgets its duty that neither on page xiii nor in section 103 is the pupil warned that this interposed *y* must be a *delicate* sound; and the same neglect occurs on p. xii, Rule XVII, respecting the *delicate y* in beauty, so that the pupil is left to give it grossly. We think it best to cultivate that degree of delicacy that renders the injected sound totally inaudible.

<sup>f</sup> See comment (°) hereafter.

<sup>g</sup> It seems to be a special purpose of 'the Author of the Guide' to go out of his way to give flings at WEBSTER and Websterians: for proof see the article throughout, especially its foot-notes and the needless criticism upon definitions. We shall not at this day undertake the unnecessary task of defending WEBSTER'S Dictionary. If we thought it necessary to attend to these little missiles we should not hesitate to do it; but the motive that causes them to be thrown is too evident: if WEBSTER is worthy of regard as an orthoëpist, the 'Practical Guide' must suffer by the comparison. *Hinc illæ lachrymæ*; and hence these attacks at all points, embracing orthography and lexicology as well as orthoëpy.

<sup>h</sup> We confess to a misunderstanding of the reason of the variation from the

spelling adopted by WEBSTER: we wish it had been indicated in the Introduction, as it is probable that others will fall into the same misunderstanding.

<sup>1</sup> We think the 'Guide' does put forward no slight pretensions. The author's qualifications are set forth on the first and second pages of the Introduction, in virtue of which he claims to have had '*special facilities* for extended observation'. This would not seem objectionable, but we soon find that his confessedly 'dogmatic' teaching is exercised not only upon children. He proceeds to lay down rules, saying "they are such, I think, as will commend themselves to the *common sense* of *every one*." His rules are frequently in conflict with RUSSELL, WEBSTER, and WORCESTER, to go no further. On p. ix, while advocating what he confesses to be an innovation upon *English* pronunciation, he coolly and, as we take it, superciliously remarks, "Nobody now, that is not past his prime, says *apparaytus* or *afflaytus*." WEBSTER and WORCESTER, and of course all who make either a standard, use this condemned pronunciation, and we understand Mr. RUSSELL (*work cited*, p. 38) to agree with them. There are some other things very coolly 'dogmatic' in the book, and when a writer tells so positively what is done by 'men of sense' and 'men not past their prime', we take his work to be more of a universal challenge to all comers, more nearly a claim to infallibility of guidance, than is usual for writers on a subject 'so confessedly beset with the thorns of diversity and difficulty'. We hope that the disavowals of papacy which Mr. STEARNS here gives may hereafter moderate his lofty and contemptuous tone. Our disappointment arose when we found such pretensions so ill supported.

<sup>k</sup> Does Mr. STEARNS wish us to understand from this and a similar remark respecting Mr. RUSSELL that personal acquaintance with him exercises great influence upon one's critical opinion of his book? Perhaps *we* need an introduction to him.

<sup>1</sup> Mr. STEARNS expects us to believe that he does not differ from WEBSTER respecting *miscellany*, etc., and to prove it quotes a sentence in which that author condemns the attempt to represent these obscure sounds; and then Mr. STEARNS tells us that he *would have agreed* with WEBSTER but that he heard some persons mispronounce the words of this class, and therefore he goes on to *differ* with WEBSTER by using a representative of the sound of *a* in final *any* and *ary*, of which representative WEBSTER says only that it is 'nearest the truth'. Hence we see, first, that he *does* 'differ from our standard', and second, that in avoiding the Scylla of *miscellany* he is wrecked in the Charybdis of *miscellenny*. It is a sample of his 'guidance'.

<sup>m</sup> If WEBSTER any where gives *content'* as a noun singular with the signification of '*that which is contained*' (the signification of *contents*) we shall need a guide to help us find the place.

<sup>n</sup> As to other words we shall raise no discussion. We will only refer to WEBSTER's Introduction, page lxi, second column, beginning with the third paragraph, and continuing nearly to the end of page lxx: to WEBSTER's *Counting-House and Family Dictionary* (so called), Remarks on the Key, §§ 82—85: also to RUSSELL's *Exercises on Words*, the middle portion of p. 40.

\* When we refer to *Webster's Unabridged*, we mean the work as revised by Prof. GOODRICH in 1847, and issued by Messrs. G. & C. MERRIAM, and now most extensively used throughout the United States. We do not see the fairness or propriety of referring to an edition which has not received the author's latest corrections, and which is not the one generally meant by the title *Webster's Unabridged*. Perhaps some discrepancies between Mr. STEARNS and us arise from his reference to another edition, to which we object.

† By which it is demonstrated that the 'Practical Guide' is a new standard set up for us. It agrees with nobody, and of course nobody (except some of the Boston newspapers and its panegyrists) agrees with it. While upon demonstration we will present Mr. STEARNS's demonstration that *e* is equal to short *i*. Page xix of the 'Guide' gives *quinine* with an explanation, thus:—*quīnīne'* (kwe). Page lxiv § 77 says, "pronounce the following words with the *i* of the first syllable short, and not long; and in the subsequent list we find *quīnīne'*; a confusion of which instances occur in other sections, making short *i* equivalent to short or obscure *e*. Another error which, like the preceding, 'obtruded' itself upon us when we were not looking for mistakes (an unwelcome task which we have not again undertaken with this book), is the discrepancy between sections 2 and 95 on the word *access*: § 2 says, "Pronounce the following words with the accent on the *second* syllable;" and *access* heads the list: § 95 says, giving what seems a needless rule, "Double *c* has the sound of *ks* when the first *c* ends the accented syllable and the second is followed by *e* or *i*; as, *ac'cess*, *flac'cid*." Here the same word is chosen to exemplify a rule, under such circumstances that we must regard its use as no typographical error, but an oversight arising from Mr. STEARNS's hearing (and occasionally using?) the latter pronunciation.

‡ "Time that the war of the Dictionaries should cease"! We should like to know what that means. We have brought no 'war of the Dictionaries' into the pages of the *Teacher*. Is Mr. STEARNS fighting on behalf of some Dictionary? We have objected to him that he goes against them all; by his own showing differing with WEBSTER on one-tenth of his first 403 words, and with WORCESTER on one-thirty-sixth of the same; and now he talks as if somebody else than himself had been making war upon our Dictionaries, or as if his short-comings had something to do with the conflicts of rival authors and publishers. Not at all, sir. We indicated our preference for WEBSTER, but said nothing against WORCESTER, and we showed that we did not consider WEBSTER infallible, even preferring your pronunciations to his, some times; but WORCESTER's publishers may quote against your *ipse dixit* the opinions of EDWARD EVERETT and HORACE MANN that his works represent the most approved usage of our language: and WEBSTER's publishers may continue to quote in favor of their books equivalent testimony from the *New-Englander*, Pres. COLLINS, Pres. I. W. ANDREWS, Prof. PORTER, Prof. GOODRICH, and others. To these contests you are no party, and you must not lug them in: they are both against you, though in different degree.

## EDITOR'S TABLE.

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A PARTING WORD.—The last number of the Fourth Volume of the *Illinois Teacher*, kind reader, is before you. Our work is done. Into the hands of the great Association of the teachers of Illinois, by whom, one year ago, the fortunes of this Journal were committed to our guidance, we now resign that sacred trust. It remains for you to review our work, sum up the evidence for and against us, and, in view of the whole, make up your opinion and pronounce your verdict. That the sentence thus rendered will not be flattering to whatever of weakness or vanity there may be in us, we are prepared to believe; that it will be candid and just we venture to hope. Over any who may be disposed to judge us and our labors by too severe a standard, or in a spirit of uncharitableness, we have a decided advantage. Of the lameness of our literary efforts; the dullness and heaviness of many of our pages and numbers; the paucity of our resources; the failure of our efforts to instruct and please; the pithless, pointless and impractical character of many of our utterances; the meagreness and penury of many of the feasts spread for you in our 'Table'—of all this, and much more, you can not be more fully sensible than ourselves: in all these respects let your criticisms be as sharp as they may, *we* can give them a still finer edge and yet leave much of conscious truth unspoken: to all such shafts we bare our defenseless breast and *thus* disarm them of their power to wound.

Nor speak we thus in order, by an affected display of modesty, to secure your sympathy and challenge compliment. Such flimsy pretenses would be as contemptible in us as they would be insulting to your intelligence and penetration: we despise such disguises when attempted by others; we would scorn to resort to them ourselves. It is because we have done so much less than we had hoped to do; because our achievements have



fallen so far below the standard which we had proposed to ourselves; because our conception of the work was so much higher than our ability in the execution; because our pictures of each number, as outlined upon the mind by the brush of fancy and desire and hope, have ever been so much better and brighter than we could reproduce upon the printed page—it is for these reasons that we feel as we do and speak as we have spoken.

But if by these frank and candid avowals we are shielded against the wounding power of all disparaging opinions of the literary and general merits of the *Teacher* while under our supervision, then are we doubly armed against the poisoned arrows of malice and ill-will, should such be aimed at the integrity of the *motives* by which we have been governed and the purity of the *moral rule* by which our pen has been guided. Here we have no concessions to make; no leniency of judgment to bespeak; no compromises to lament; no sacrifices of manhood and self-respect to haunt like spectres the retrospect of the year. If in aught that we have written our aims and purposes are impugned, we shall not be in the least disturbed: we can afford to bear it, for we know that such judgments are false. If in the *results* of our labors we are conscious of weakness, in the *spirit* that has animated us we are conscious of strength. It was our determination on assuming the helm to conduct the *Teacher* in the true spirit of legitimate journalism: to ignore all private friendships and personal interests which could warp the judgment; to pursue with singleness of aim what seemed to us for the best good of the cause; to walk by no lamp but truth; to acknowledge no criterion but honest conviction, and to call no man master.

To this rule of action we have steadily adhered: examined by this test there is not a line of all that we have written which we would erase. However crude and worthless they may have been esteemed, the opinions expressed in these pages have been honest and independent opinions. All notices of books and systems, favorable or unfavorable, have, in their every line and word, been born only of candid examination and honest conviction. Deprecating and abhorring, as the very grave of progress, the wide-spread venality and corruption of the literary and educational press, we have replied to all overtures for a modified judgment of second-rate productions in such a manner as in-

fallibly to prevent a repetition of the insult. In the line of policy pursued on this subject we have the pleasure of knowing that we enjoy in a high degree the confidence and approbation of all the respectable authors and publishers with whom we have been in business relations.

Apologies are poor stuff with which to mend a damaged reputation: the rents in one's fair fame are thereby usually only 'made worse'. We shall make none—unless to say that the *Teacher* has had to rely upon such scraps of time as could be saved from the laborious duties of the school-room and the office of School Commissioner may be regarded as such. In what has been said of the possible spirit with which our efforts may be regarded by some, the language used must be understood as altogether hypothetical. Cherishing none but the kindest and most fraternal sentiments toward all, we have no reason to think that any other are entertained toward us.

The amplest acknowledgements are due to the able corps of contributors who have done so much to enrich the pages of the volume now closed. Of these justice requires that special mention should be made of the name of Dr. SAMUEL WILLARD, to whose facile, accurate and practical pen we have been largely indebted from the commencement of the year until now.

In mechanical taste, beauty, finish, and skill, the *Illinois Teacher* is not surpassed by one of our large list of monthly educational exchanges—for all of which, as well as for the almost perfect typographical accuracy of the entire volume, our thanks are eminently due and are hereby most cordially tendered to our unrivalled publishers, Messrs. NASON AND HILL, of Peoria.

To our brethren of the press, from whom we have ever received so many courteous tokens of friendly recognition, we extend the parting hand, and invoke upon them, one and all, the richest benedictions of Heaven. To our professional brethren of the Educational Press especially, we would say, we shall miss the monthly greeting of your familiar pages; we shall miss, too, your words of wisdom, of courage, of sympathy, hope, and love. But speak on, toil on; still send forth your countless leaves from the great tree of knowledge; still let your streams flow on over all this broad land, until, stream mingling with stream, from the North, the South, the East and the West, a mighty sea of light, purity and joy shall roll over all our be-

loved country and consecrate it to virtue, to freedom, and to God for ever.

It remains for the teachers of Illinois, in convention assembled, to select an Editor for the ensuing year, in whose enlarged experience, liberal views, commanding talents, earnest devotion to the sacred cause of popular education, and, above all, in whose uncompromising uprightness and integrity, the teachers and friends of education throughout the State will be willing to confide all those precious interests of which the *Illinois Teacher* is the chosen advocate and guardian, and feel that those interests are safe in his hands. May God direct you in the choice.

OUR APPROACHING ANNIVERSARY.—It will be seen, by the following communication from the Chairman of the Committee on Programme and Arrangements, that we have redeemed as far possible our promise, made in the last number of the *Teacher*, to publish in this number a complete scheme of the work to be done. We regret that the programme has not been prepared more in detail—for if the leading topics of business and discussion could be known and considered a month beforehand it would greatly contribute to the intelligent dispatch of the work before us. But the Committee have done the best they could.

#### PROGRAMME OF LITERARY EXERCISES.

*Tuesday, December 28, 9 o'clock A.M.*—Opening Exercises; President's Address; Reading of Programme; Report of State Agent, S. WRIGHT; Report of Finance Committee; New Business, or Discussions. *Eleven o'clock*—Essay by S. A. BRIGGS, of Atlanta, on 'Recitations'; followed by Discussions. *One and one-half o'clock P.M.*—Address by Prof. TURNER, of Jacksonville, on 'Correct Reading'; Reports of Executive Board and of Committee on Teachers' Profession; New Business. *Three o'clock*—Essay by Miss A. M. SHATTUCK, of Chicago; followed by Discussions on Business Matters. *Seven o'clock*—Lecture by President SKINNER, of Lombard University, Galesburg; Social gathering.

*Wednesday, 8½ o'clock A.M.*—Address by T. J. SLOAN, Esq., of Chicago, on 'Commercial Education'; Reports of Committee on Reform Schools and Committee on School Architecture; Business. *Eleven o'clock*—Essay by W. WOODARD, Esq., of Chicago, on 'School Management'; Discussion. *One and one-half o'clock P.M.*—Address by R. T. SPENCER, of Chicago, on 'Penmanship'; followed by remarks by Prof. C. E. HOVEY, of the State Normal School. *Three o'clock*—Essay by a lady; followed by remarks from Mr. J. LOOMIS, of Winchester, on making the Association a 'Delegate Convention'; and a Discussion

thereon; Business. *Seven o'clock*—Lecture by Prof. JOSEPH HAVEN, of the Chicago Theological Seminary; Discussions.

*Thursday, 8½ o'clock A.M.*—Essay by Prof. W. S. POST, of Carbondale, on 'The Bible a Text-Book'; followed by an Address by J. F. BROOKS, of Springfield, on 'Phonetics'. *Ten o'clock*—Election of Officers; Unfinished Business.

Prof. TILLINGHAST, of Chicago, will take charge of the Department of Music.

The teachers will be met by the Committee of Arrangements at Galesburg, and places at once assigned them if possible.

The following Railroads have granted free return tickets as last year, viz: The Chicago, Burlington and Quincy Railroad; Illinois Central Railroad; Chicago, Alton and St. Louis Railroad. The Peoria and Oquawka Railroad has been twice written to, but no answer has as yet been received.

A. H. FITCH, Chair. Com. on Programme.

GO TO GALESBURG.—The Fifth Grand Annual Convocation of the teachers of Illinois will be held at Galesburg, commencing Dec. 28th, as will be seen by the official statement of the Committee of Arrangements. We are authorized on behalf of the good people of that hospitable city to extend a cordial welcome to all. Our fellow teachers of this State will be there of course. It is the only occasion afforded to us, as a profession, of meeting with our co-laborers from every part of this extended commonwealth. It is a time of warm greetings for those who have met before, and of new friendships and associations for those who have but recently joined our ranks from other States. Coldness, distance, prejudice, selfishness, disappear in the warm glow of mutual esteem and fraternal sympathy that breathes over these annual assemblies. It has been so heretofore—we believe it will be so at the approaching festival. These moral and social benefits, this clearer mutual vision, this genial play of the best affections, this breaking-up of the icy crust of selfishness and isolation, are enough, in and of themselves, amply to demonstrate the usefulness of these annual réunions, even if no professional business were transacted. It is thus that the heart is made better and stronger, and the spirit is animated for the toils and struggles that remain. We can not afford to dispense with these aids.

Go, then, to Galesburg. Veterans in wisdom and experience—white-haired patriarchs who led to fountains of knowledge and virtue the children of by-gone years—young men in the prime of your life and strength—young women who, with a patient heroism unknown to the butterflies of ease and indo-

lence, are doing a work which angels might covet—go ye all to Galesburg.

*Come to Galesburg.* Brethren of Wisconsin and Michigan, come down from your northern homes to our feast: ye noble Hoosiers from beyond the Wabash, come where the ermine of the Supreme Bench has not yet been disgraced by the *constitutional* (!) destruction of schools, and we will *tell* you something of the indignation and sympathy which we have *felt*: brave allies of Iowa and Missouri, cross the Great River and join us in the jubilee: comrades all, come to Galesburg.

WE are glad to see that Phonetic Instruction is among the subjects proposed for discussion at Galesburg by the Committee of Arrangements. The friends of that reform ask only for a fair hearing, and they ought to have it. Let us hear both sides, find the truth, and abide by it.

“MAKE HASTE SLOWLY.”—Moral and educational reforms are of slow growth. Mushrooms only come up and mature in a night. The acorn is a tiny thing—its first tender shoot may, for years, be bent to the earth by a child; but, in time, it lifts its head among the clouds, laughs at the tempest, and age after age flings its lengthened shadows over the dust of patriarchs whose first childish sports were beneath its branches. If we would have an oaken strength and centenary life for our educational systems, we must learn ‘to labor and to wait’. Instead of besieging every Legislature with crude suggestions and half-formed theories and ambitious schemes, let us rather ‘strengthen the things that are’, give every measure time to work out its legitimate results, know what we want, and ask only for changes which experience demonstrates to be necessary. Thus will wisdom and modesty go hand in hand, and the requests of the former, seconded by the moral force of the latter, will be less likely to be disregarded. And if the legislative wisdom of the State should not deem our pet projects quite so sagacious and indispensable as we do, let us not make wry faces, fold our hands, and conclude that all is lost. There is much that we absolutely need: let us ask for that and nothing else—be thankful if we get it, and patient if we do not.

HINTS.—Speech is one of the crowning attributes of man. “Words fitly spoken are like apples of gold in pictures of silver.” ‘Fitly spoken’: it is that which gives them their value. Silence is often a virtue. Hence the maxim of the old Greeks: “Silence, or something better than silence.” How few men, on this principle, know just when to hold their tongues. Excessive talking is one of the besetting sins of this generation. Young men especially have much to repent of in this respect. Young America, with every pulse quickened by the stirring events of the times, is given to much talking. In fact, it consumes a large portion of his valuable time to tell the world how

much he knows—or thinks he knows. A shallow, babbling flippancy, a certain pertness and audacity, are not seldom mistaken for wisdom and smartness. The tongues of some do an immense business on their own private account, having renounced all allegiance to that ‘old foggy’, Common Sense, declared their independence of the judgment, and never waiting for telegraphic dispatches from the battery of the brain. We have heard teachers, as a class, stigmatized as ignorant and conceited ranters, full of ‘gas’ and small-talk; as so dwarfed in mental scope and power, by long intercourse with children, as to be unable to deal with men; so used to lord it over the pigmy intellects of the school-room as not to know how to behave themselves toward persons of mature understanding. Possibly we may learn something even from those who thus defame and slander us.

“HEATING AND VENTILATION.”—We are sure the readers of the *Teacher* will thank us for the very valuable and timely article on this subject, notwithstanding a portion of the same subject was so well treated of in our last number. This paper was prepared at our special request, by Mr. WELLS, the faithful and energetic Superintendent of the Public Schools of the City of Chicago. When he observed that ‘A.M.G.’, our regular contributor on the subject of School Architecture, had touched upon the same theme in his November article, he at once requested us not to publish his article in December, from motives which all can understand and appreciate. But upon our earnest solicitation, without abandoning his objections, he allowed us to exercise our own discretion. The subject is one of paramount importance, and the specific information and practical details contained in the essay of Mr. WELLS impart to it a permanent value.

CUI BONO?—Which, being interpreted, means ‘what is the use’ of going through the annual farce of appointing ‘Associate Editors’ who never let their light shine? Some of our associates have put their shoulders to the wheel and helped forward the *Teacher’s* car with a right good will—we do n’t mean them: others have let us alone magnificently—we mean them. Let the action at Galesburg on this subject, the result of which will, of course, be paraded upon the cover of the *Teacher* for 1859, be such as to express a little more truth and less fiction.

CIRCULATION OF THE ‘TEACHER’.—Following the example of our predecessor, we present a statement of the circulation of the *Illinois Teacher* during the year now about to close. In parallel columns with the figures showing the circulation for 1858 we give the statements for 1856 and 1857, so that the reader will be able to see at a glance where there is an increase and where a falling-off. The aggregate increase over last year’s list, it will be seen, is above 300. It is worthy of remark that in all those counties where there is a material falling-off from last year’s figures there were county appropriations for copies of the third volume furnished to School Directors; while for 1858 no such appropriations were made, but the *Teacher* has relied for support almost wholly upon individual subscriptions. To the aggregate for 1856 should be added 230 for exchanges, making the gross aggregate for that year 1762.

*Circulation in Illinois, by Counties.*

Counties.	1856.	1857.	1858.	Counties.	1856.	1857.	1858.
Adams.....	9	18	22	Logan.....	8	5	6
Alexander.....	2	3	1	McDonough.....	3	21	19
Bond.....	3	7	12	McHenry.....	19	8	14
Boone.....	1	11	28	McLean.....	20	62	134
Brown.....	1	1	5	Macon.....	4	7	14
Bureau.....	250	18	37	Macoupin.....	12	8	41
Calhoun.....	1	1	1	Madison.....	14	12	42
Carroll.....	9	9	16	Marion.....	3	3	11
Cass.....	3	2	13	Marshall.....	17	28	33
Champaign.....	4	14	61	Mason.....	1	2	18
Christian.....	1	1	29	Massac.....	1	1	1
Clark.....	1	6	5	Menard.....	9	11	22
Clay.....	1	1	4	Mercer.....	9	17	35
Clinton.....	3	8	1	Monroe.....	15	7	6
Coles.....	4	6	28	Montgomery.....	2	7	14
Cook.....	35	81	97	Morgan.....	18	15	89
Crawford.....	1	2	2	Moultrie.....	1	1	1
Cumberland.....	1	1	1	Ogle.....	20	28	58
DeKalb.....	3	6	46	Peoria.....	230	166	39
DeWitt.....	10	8	11	Perry.....	3	12	18
DuPage.....	7	16	12	Piatt.....	1	2	2
Edgar.....	6	6	4	Pike.....	6	8	40
Edwards.....	1	1	3	Pope.....	4	5	4
Effingham.....	1	1	2	Pulaski.....	1	2	4
Fayette.....	3	16	4	Putnam.....	9	13	10
Franklin.....	8	6	4	Randolph.....	1	16	14
Fulton.....	53	104	114	Richland.....	1	1	2
Gallatin.....	17	31	7	Rock Island.....	5	16	10
Greene.....	5	7	10	St. Clair.....	30	67	25
Grundy.....	1	6	2	Saline.....	1	2	1
Hamilton.....	1	6	1	Sangamon.....	15	24	36
Hancock.....	1	7	32	Schuyler.....	9	14	20
Hardin.....	2	1	1	Scott.....	2	6	20
Henderson.....	3	4	9	Shelby.....	1	4	3
Henry.....	6	12	34	Stark.....	9	13	5
Iroquois.....	1	3	13	Stephenson.....	4	12	31
Jackson.....	7	28	57	Tazewell.....	34	30	50
Jasper.....	1	4	3	Union.....	5	8	4
Jefferson.....	1	4	9	Vermilion.....	1	6	12
Jersey.....	1	5	18	Wabash.....	1	1	1
Jo Daviess.....	53	17	34	Warren.....	19	57	30
Johnson.....	1	1	2	Washington.....	6	10	9
Kane.....	13	31	66	Wayne.....	1	11	9
Kankakee.....	13	15	3	White.....	1	3	4
Kendall.....	5	5	27	Whiteside.....	129	96	62
Knox.....	23	42	30	Will.....	15	40	23
Lake.....	3	3	9	Williamson.....	9	13	7
LaSalle.....	27	43	54	Winnebago.....	29	50	67
Lawrence.....	2	4	6	Woodford.....	29	29	17
Lee.....	55	256	57				
Livingston.....	1	25	12	Total.....	778	966	1136
				Brought forward.....	653	910	1058
Total.....	653	910	1058	Circulation in Illinois.....	1431	1876	2194

*Circulation in other States, Territories, etc.*

Alabama.....	1	2	Missouri.....	8	16	16
Arkansas.....	1	1	New Hampshire.....	1	5	1
California.....	1	1	New Jersey.....	4	3	7
Canada.....	3	2	New York.....	24	15	39
Connecticut.....	2	5	North Carolina.....	1	1	1
Delaware.....	1	1	Ohio.....	14	20	20
District of Columbia.....	2	1	Oregon.....	1	1	1
Georgia.....	2	2	Pennsylvania.....	5	8	7
Indiana.....	2	20	Rhode Island.....	3	6	3
Iowa.....	5	10	Tennessee.....	1	1	1
Kansas.....	1	4	Texas.....	1	1	1
Kentucky.....	1	2	Vermont.....	4	9	1
Massachusetts.....	12	18	Virginia.....	1	1	1
Michigan.....	4	5	Wisconsin.....	7	10	6
Minnesota.....	3	2				
Mississippi.....	1	1	Total.....	69	94	104
			Brought forward.....	32	70	66
Total.....	32	70	66	Circul'n in other States.....	101	164
				Add Circulation in Ill.....	1431	1876
				Aggregate Monthly Circulation for each of the three years.....	1532	2040
						2364

PROGRESS.—We do not believe there is another State in the Union which has advanced more rapidly in the work of popular education during the past two years than ours. Mistakes have been made: our zeal has not always been ‘according to knowledge’; we have often been ‘puffed up’; many times have we boasted when we ought to have blushed; not seldom have we mistaken mere motion and change for progress; the work has only been commenced—much more remains to be done than has been done; but, nevertheless, very great and substantial progress *has* been made in every department of our field of labor. That this is so none but the willfully blind can fail to see; and that the forthcoming report of the State Superintendent will abundantly demonstrate the fact, by the stern logic of statistics and figures, we confidently believe. Let us thank God and take courage.

NEW FEATURE.—Our readers can hardly have failed to notice one marked feature of the *Teacher* through all the numbers of the year now about to close. It is that almost all the matter for it has been furnished at home. We have not gone out of the State for a single original article in the body of the work, and only in one instance for the Table. Such as it is, therefore, it is almost wholly the product of Illinois minds and Illinois pens. For reasons which seemed decisive to us, we determined from the first to rely upon the home market for all our literary supplies. It would often have been easy to select from our excellent exchanges much more polished, pointed and elaborate articles than those which have appeared, but our purpose of enlisting and subsidizing as many Illinois pens as possible in our service would not have been subserved. By the course pursued a large number of promising writers are bound to us by the strong ties of authorship, while the possibility of a successful reliance upon our own resources has been demonstrated. Ours is the only educational journal in the United States which has pursued this plan to the same extent the past year. We advert to it, however, merely as a matter of *fact*, not of merit.

“HONOR TO WHOM HONOR,” ETC.—It will be seen by the tabular statement which we publish elsewhere, that, despite the stringency of the times and other adverse circumstances, the circulation of the *Teacher* has reached a point considerably beyond that ever before attained. But while we contemplate this result with feelings of just pride and gratification, evincing as it does the steady growth of a laudable professional spirit among the teachers of the State, it is to CHARLES E. HOVEY, our predecessor, that the honor is chiefly due of the permanent establishment of our Journal. The unconquerable energy and devotion with which he labored to give it position, character and strength are fresh in the remembrance of all. He labored, and we ‘entered into his labors’. In a period of time much briefer than is usual in such proverbially difficult enterprises this battle has been fought and won. Let us be *true to ourselves*, and there will be nothing to fear for the future of the *Illinois Teacher*.

HERESY.—A few sentences in the first article of the last number, in which it was held that a portion of the educational work in this State must still be



done by private enterprise, have been playfully alluded to by one of our exchanges as 'heresy'! The author of that remark we know to be a sincere and intelligent friend of Free Schools. If in penning it he had any other motive than truth and the best interests of the cause, as he understood them, we were and are ignorant of the fact.

Illinois has need to-day, and never more pressing need, of all the auxiliaries of men and agencies which she can subsidize to fortify and establish upon a solid basis what has already been gained, as well as to push on the column of progress to still greater conquests. We look with no jealousy upon private schools—God forbid! We need them all. Where such schools exist some always *will* prefer them; if they are the best they *ought* to be preferred.

We shall not stop to speak of our devotion to the cause of Free Public Schools: it is the hope of our State and country, and to serve that cause is the absorbing aim of our life. Let the public schools *be the best*, and, in most places, they will soon be the *only* ones. Let us all labor to *improve* the public schools, and then if others can exist let them, and God bless them!

STATE AGENT.—We know not what report we shall have from the Finance Committee, who have in charge the salary of our Agent, but we fear it will be such as to bring the blush of shame to our cheeks. The Agent needs no advocacy of ours—his labors speak for themselves: from the Lake to the Peninsula, from the Wabash to the Mississippi, he has gone on his errand of toil, of instruction, and encouragement. The responses that have come up from those in all parts of the State who have received his friendly visits are his great reward. But we owe him a debt of another sort. It matters not what the Association may think proper to do with the Agency another year, we do not see how we can look SIMEON WRIGHT in the face if we suffer him to leave Galesburg without having redeemed to the last dollar the obligations voluntarily assumed at Decatur. The redemption of that pledge is an act of simple justice both to him and ourselves. We believe it will be done.

OUR STRENGTH as a journal consists in the fact that, although entirely unsupported by State subscriptions or patronage, as is the case with many of our sister periodicals, our circulation is equaled by only two or three in the whole country. We stand, therefore, upon solid ground: entrenched in the hearts of the people, we fear not the rise or fall of political dynasties, nor the varying caprices of courts and senates. Our progress has been slow, but steady: our position is substantial; we believe it will be permanent.

CONTRIBUTORS.—We have in our drawer a large number of unused manuscripts. Of these a part are marked for insertion in due course, and are every way worthy. Another portion are not without merit, but require more labor of elimination, condensing and re-casting than we have had time to bestow. Others may be very good, but we can not read them, so execrable is their chirography. Others still are sensible, spicy, and in fair script, but upon subjects which do not fall within the scope of our plan. No small number have a capital letter at the beginning of every line, and in some cases the

closing words of two consecutive lines sound somewhat alike—an innocent whim enough in the writers, but one so odd as to justify us in ruling them out of a journal so unpretending as ours, eschewing as it does all eccentric forms of expression. A friend suggests that these things are intended for poetry! but we repel the absurd insinuation. And finally, there are a few which defy all our powers to define or classify. We turn them all over to the tender mercies of our successor.

**POLICY.**—Is corruption the inevitable sequence of success? Must demoralization begin as soon as the elements of power are sufficiently combined for progressive effort? Is the germ of ruin concealed in the heart of every human organization? Shall the poison of selfishness and the demon of ambition insinuate themselves into every alliance of the pure and the good? Must *policy, management*, in the politician's sense of those terms, find a place in the deliberative assemblies of educational men? We never hear those expressions in such connections without sadness and apprehension. Honesty is not only the best but the only policy for us. Let us leave trickery and cunning to those who need them. Our cause can be sustained in no such way: it needs no weapon but the truth; no advocates who resort to shuffling and subterfuge; no champions whose principles can be bought and sold. Such men and such measures are not the strength, but the weakness and curse of any enterprise.

**MENDON.**—Thus writes a new and very pleasant correspondent:

"The schools of Mendon have all been united and legally organized. Latin and the Higher Branches are taught, though not dignified with the name of High School. The house has been repaired, taxes levied, library procured, etc. Things look well. I do not know but Mendon School ought to be known as having a being among the schools in the State.

"When I look over the names of your active teachers in the State, not a face of whom I have ever seen, I feel, to use a very original simile, like 'a cat in a strange garret', and, as I have no one to introduce me, am inclined to introduce myself; and, as I felt an interest in the City and State Associations of Ohio, I wish to transfer my allegiance to similar institutions in Illinois. Consider me a laborer in what little I can do."

Here is our hand, brother. Go up with us to the great convocation at Galesburg, and we will give you such a welcome as will make you feel that warm hearts are not confined to the Buckeye State; and, our word for it, we will give you something to do.

**EGYPT.**—A gentleman who has just returned from an extensive tour in this benighted portion of Suckerdome assures us that the comparative advancement in educational matters has been greater there than in any other part of the State: that he visited a school in one of those counties which was in all respects the best conducted and in the best condition of any he knew in the whole State! Verily 'there is corn in Egypt'! All honor to her.

RETROGRESSION IN PEORIA.—The proposition of the Board of School Inspectors of the City of Peoria to levy a tax of two and a half mills on the dollar for the support and improvement of her Public Schools for the ensuing year was submitted to the people at an election held on the 29th ult. and *defeated*. We chronicle this result with profound regret and disappointment. It is the first defeat which Peoria has ever sustained upon such a proposition since her present admirable system of public instruction was inaugurated. “Mother of the Gracchi, where are thy jewels now?” O Peoria, Peoria! make haste to retrieve this sad loss: there is none you can so poorly afford to incur. We can not bear to see your proud preëminence as the City of Schools thus brought into peril. Richly have you earned your diadem of beauty: suffer not one gem to be torn from it. Make haste to retrace this false step.

“COUNTRY SCHOOL-HOUSES” is the title of a book received just as we were closing the columns of the *Teacher* for December, and hence too late for a critical notice in this number. The book looks well; is printed upon excellent paper, in large, clear type, and contains a large number of drawings and working-plans for country school-houses. We learn that Mr. JOHONNOT, the author, was for some time the traveling agent of the New-York State Teachers’ Association, and in that capacity had abundant opportunity of learning the wants of the schools in the department of Architecture.

Published by IVISON AND PHINNEY, 321 Broadway, N.Y., and sent prepaid for two dollars.

“TEACHER AND PARENT.”—We made haste to get a copy of this book as soon as it was published, and we have been a wiser and better teacher ever since. If we ever shall be permitted to take CHARLES NORTHEND by the hand, we will try to tell him how much we thank him for the ‘Teacher and Parent’. We commend it most heartily to all our readers. It is in the best sense a good book—full of just such counsel as young teachers need, and written in a spirit so gentle and loving, so noble and Christian, as irresistibly to win the esteem and confidence of the reader. Brother teacher, is it in *your* library?

THE CININNATUS: a monthly periodical of 48 pages, “devoted to scientific agriculture, horticulture, education, and improvement of rural taste.” Edited by F. G. CARY. Printed and published at College Hill, Ohio, by W. H. ONGLEY. \$2.00 per year.

One of our very best agricultural exchanges: a graceful, yet bold and stalwart champion of ‘educated labor, the loveliest and grandest element of human progress’. The first article in the November number, ‘Needs of American Agriculture’, is worth the cost of the whole volume.

TEACHING HISTORY.—A teacher in Knox county calls for light on this subject from the writers in the *Illinois Teacher*. Come, tell us how you teach History.

## P H U N N Y G R A P H S .

THE VERY LAST.—A Peoria teacher sends us the following:

Why is a hog with a dog after him like a worthless Chinaman?

Because he's a poor cuss (Lat. *porcus*) with a queue on (Gr. *κῆλον*) behind!

The author of this was in a very critical condition when last heard from: we fear he is not long for this world.

COLUMBUS, Kentucky, is a hard place. An old farmer who had been badly swindled there says of it:

"If the Angel GABRIEL happens to light at Columbus there'll be no resurrection, for they'll swindle him out of his trumpet before he can make a single toot!"

WHAT three authors would you name in commenting on an extensive conflagration?

DICKENS, HOWITT, BURNS.

AN eminent spirit-merchant in Dublin announces in an Irish paper that he has still a small quantity of the whisky on hand which was drunk by GEORGE IV. when in Dublin.

'CORDIN' TO SIZE.—At a school examination the teacher asked a boy whether he could forgive those who had wronged him. "Could you," said the teacher, "forgive a boy, for example, who had insulted or struck you?" "Y-e-e-s, sir," replied the lad, very slowly, "I—think—I—could, if he was bigger than I am."

## B O O K N O T I C E S .

## A CRITICAL DICTIONARY OF ENGLISH LITERATURE.

We have been favored with the announcement of a very valuable work with the above title, soon to be issued by Messrs. CHILDS & PETERSON, Philadelphia. Its best praise is to tell simply what it is, which will at the same time show the vast labor of its author, Mr. S. AUSTIN ALLIBONE. It gives an account of all British and American authors, living and deceased, from the earliest accounts to the middle of the Nineteenth Century. The names are arranged alphabetically. With each author sufficiently noteworthy, a brief biography is given. The number of authors noticed is 30,000; no other literary book of reference has ever professed to have so large a scope. A still more noticeable feature is the information given respecting the publication and sale of books; in short, their literary history, and critical opinions of authors and their works are abundantly given when appropriate; these being not the opinions of the author principally, as in other Cyclopedias of Literature, Compendiums, etc., but extracts from the criticisms of critical writers of eminence, like MACAULAY, JEFFRIES and BROUGHAM in modern times. The variety and fullness of the information contained are manifest upon a glance at a single page, and no one who wants even occasionally op-

portunity to refer to the vast fund of literary information here contained can afford to do without the work.

A second part contains an index of subjects, so that the reader can see at once who have written upon any particular subject.

The book is announced as one volume super-royal octavo, 1460 pages, price \$5.00. We hope the author and publishers may be abundantly rewarded for their labor and enterprise. A note from the publishers informs us that they have already expended \$40,000 upon the work.

DAVIES'S SCHOOL ARITHMETIC. A. S. BARNES & Co., New York. [Revised edition.]

Mr. DAVIES's mathematical works are all well known for their accuracy, clearness and simplicity of statement, both of principles, examples and rules. This little manual has in addition to these qualities two special points of excellence. One is the way in which the author, after introducing and explaining cancellation, keeps its use before the pupil at every turn. Neither teacher nor pupil can escape it, if he use the book. In many books after its presentation little is said about it, and the learner fails to appreciate the greatest recent improvement in arithmetic. The other point is the presentation of the 'Rule of Three', or Proportion. The difficulties of simple, and compound, and inverse, 'more requiring less', and 'less requiring more', all vanish from Prof. DAVIES's page. The Editor of the *Teacher* often remembers an evening spent with other teachers in the company of Prof. DAVIES when he visited our State Teachers' Association; the subject of Proportion and difficulties in teaching it coming up in the conversation, he was looked to for the master's word, and illustrated and explained the whole subject with a familiarity and ease and power that delighted us all. His recent books show the latest result of his labors, on this as on other things.

COMPENDIUM OF ENGLISH LITERATURE. By C. D. CLEVELAND.

ENGLISH LITERATURE OF THE NINETEENTH CENTURY. By C. D. CLEVELAND.

COMPENDIUM OF AMERICAN LITERATURE. By C. D. CLEVELAND.

Here are three plump duodecimo volumes, averaging 760 pages each, well got up by those enterprising publishers, E. C. & J. BIDDLE, of Philadelphia. We all like a good book well got up, and the author is fortunate in his publishers. These works are designed as text-books on English Literature in schools and colleges, and the first and second volumes have been extensively introduced as such. The third (American Literature) is a publication of this year.

In the *Compendium of English Literature* Prof. CLEVELAND begins with MANDEVILLE in the Fourteenth Century, and names all prominent and many comparatively insignificant writers down to COWPER, at the close of the Eighteenth Century. Of each author he gives a biographical sketch and an account of his works, with remarks upon his character and genius. He then gives extracts from his writings. Thus we have at once desirable historical information and such a body of selections as gives a rich and full view of the

literature of our language. The reader naturally compares the work with *Chambers's Cyclopaedia*, on the same subject; Mr. CLEVELAND's books will not suffer in the comparison, and the arrangement is better than that of the *Cyclopaedia*.

The *English Literature of the Nineteenth Century* applies the same method to English authors who have died since 1800, or are living still; and the new volume, *American Literature*, gives us a similar view of the American authors. It is more difficult to suit all tastes in respect to these later writers, but there are some unaccountable omissions, which we fear indicate the operation of the author's likes and dislikes. SHELLEY is omitted entirely; so are DICKENS, BULWER, THACKERAY, and others whose names *belong* in the book, whether the author approves them or not: while their space is filled by such names as SHARP, the HARES, and dish-water TUPPER, because these were good men and wrote morally unexceptionable books. We do not think it would have favored atheism to have given SHELLEY his place, and favored the readers of the book with the beautiful opening verses of *Queen Mab* itself. A thousand will hear of KEATS and look for his name, and wonder why GURNEY finds a place instead, who has too little to do with English Literature to deserve one.

Despite this failing, the books (all three) ought to find an early place in our District-School Libraries, from their value for reference: and we were a little surprised to find how well they would fill a place in the home libraries of most of our families; they are not mere school-books, and if opened without such impression it might never occur to the reader's mind. They will prove an interesting and instructive series to any reader.

**WELLS'S NATURAL PHILOSOPHY.** By DAVID A. WELLS, Editor of the '*Annual of Scientific Discovery*'. IVISON & PHINNEY, New York; S. C. GRIGGS & Co., Chicago. 12mo., pp. 450. 375 illustrative cuts.

A well-got-up and attractive work on Natural Philosophy, for schools and academies. Mr. WELLS's familiar and pertinent illustrations and easy style make the book a pleasant one, and one which could be strongly recommended if Mr. WELLS's accuracy and correctness were unquestionable. This book has been noticed in *Harper's Magazine* with an unwarrantable bitterness of style, and the publishers advertise that the errors of the earlier edition have been corrected, ascribing them to lack of the author's supervision in the passage of the book through the press. But some of the errors were such as no man unless culpably careless or ignorant could ever have let slip from his pen the first time. The publishers have done their part well.

**PRINCIPLES OF CHEMISTRY.** By DAVID A. WELLS. IVISON & PHINNEY, New York; S. C. GRIGGS & Co., Chicago. 12mo., pp. 514: 240 illustrative cuts.

A very interesting treatise on Chemistry, which is a study too much neglected, partly because teachers are too often ignorant of the subject, and partly because it is deemed (we know not why) a difficult subject, and one needing experimental illustrations. Mr. WELLS treats Chemistry in a very interesting manner, and constantly illustrates it with accounts of its applications to the arts. We have carefully examined some chapters which we considered as af-

fording test points, and are not only satisfied but pleased with the result. We commend the book.

**FIRST BOOK OF SCIENCE.** By W. A. NORTON and J. A. PORTER, Yale College. A. S. BARNES & Co., New York. 16mo., pp. 420.

Under this title we have brief and much condensed treatises on Natural Philosophy, Astronomy, Chemistry, and Geology. The book is designed to meet the wants of young persons who do not intend to pursue a complete course of academic study. We believe, with these authors, that it is better that they should learn something of science at school, though it be but little. This book in the hands of a good teacher, who can afford explanations and illustrations of its clear and short definitions and scientific statements, will admirably answer its purpose. It is a good book for a parent to have at home; children get interested in such things while they but imperfectly understand them, and acquire a taste for useful knowledge. The writer of these lines became interested in Chemistry when but eight years old from the circumstance of his father's bringing home from auction a cheap chemistry the strange cuts of which first attracted him, and then the new field of knowledge.

#### OFFICIAL INTERPRETATIONS OF THE SCHOOL-LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, November 15, 1858.* }

*Question 55.* If the voters of a school-district agree upon a site and vote to have a tax raised to erect a house on it, and authorize the Directors to let the job in advance of the collection of the tax, and the Directors build the house (or secure its building), and the district is divided before the tax is raised, are the Trustees to divide the taxes raised?

*Answer.* They should not. The Directors of the old district have the control of such funds to comply with their contract, and pay for the building of the house. The Trustees should then divide the property among the new districts.

*Q. 56.* How is an election of school-officers to be contested?

*A.* By getting out an injunction restraining those claiming to be elected from acting. The question is thus brought before the court and settled.

*Q. 57.* A house owned by a church organization is used as a school-house. Have the Directors of that school-district a right to levy a tax for the repair of the house, for fencing the church-lot, or for digging a well on the premises?

*A.* They have not unless they rent the house for school purposes.

WM. H. POWELL,  
 Superintendent of Public Instruction.

## K I N D W O R D S .

[General usage will perhaps soften a little the shock which modesty receives in allowing a place in the *Teacher* for the following notices of the Press, taken from hundreds.]

**THE ILLINOIS TEACHER.**—The March number of this excellent periodical is out promptly and on time; and is a number that does credit to the Association and Editor. Friend BATEMAN is an earnest laborer in the educational field, and will furnish just such a paper as is needed by every teacher in the State. Its new editor, Prof. BATEMAN, of Jacksonville, has harnessed himself to the work in good earnest, and is driving on with a telling speed. He possesses an intellect of rare masculine ability and great polish; and when he writes, thoughts drop like jewels from his well-guided pen. Every teacher and friend of education in the State *ought* to have it; and in fact no *live* teacher can or will do without it.—*North-Western Home Journal*.

The *Teacher* shows that its editor is a man of talent and energy: keeping in view the interest of the great cause in which he is engaged, he wields his pen with much power and substance.—*Madison Advertiser*.

The *Illinois Teacher* for May is one of the best numbers of that valuable monthly yet issued. It is deservedly becoming a great favorite, not only with teachers and school-directors, but with the people at large.—*Charleston Courier*.

The *Illinois Teacher* should be in the hands of every live teacher in the Sucker State. It has had a high reputation heretofore. It is now no less ably conducted by Prof. N. BATEMAN, of Jacksonville.—*Dial*.

TEACHERS and others desirous of obtaining a good educational journal—the best in the State—will subscribe for the *Teacher*.—*Kansas News*.

ILLINOIS TEACHER.—The May No. of the organ of our educational interests is before us. It is rapidly winning favor of all classes.—*Urbana Union*.

In point of intellectuality we know of nothing more prominent. It speaks for itself.—*Illinois Gazette*.

THE ILLINOIS TEACHER.—We have missed the countenance of this Western friend and favorite of ours for some time. We can not spare it. Please come along, and we will announce your every visit.—*Columbia (Penn.) Republican*.

In its peculiar work it is accomplishing what no other journal can. The new editor, Prof. N. BATEMAN, of Jacksonville, is a man of rare ability as a practical educator. His mind is quick, and his words, in this field especially, will be a living power for good on the great subject of popular education. Every friend of education, every friend of the best interests of his State, intellectually and morally, would do these causes a service by taking this journal, besides putting into his possession and that of his family one of the best of literary magazines. W. S. P.

THE ILLINOIS TEACHER.—Each succeeding number of this valuable monthly gives new proof of Mr. BATEMAN's ability as an editor. He is imparting to its pages a freshness, vigor and interest which can not fail to make it a most welcome visitor to all who have been fortunate enough to form its acquaintance, and to extend rapidly and widely the sphere of its usefulness. The name 'Teacher', though no doubt appropriate, we can not but regard as unfortunate. It leads us to anticipate a resurrection of school exercises and discipline, and dry dissertations upon subjects which many of us long since voted bores: to say nothing of the hundred and one disagreeable, crusty old pedagogues that are called from the 'vasty deep' of youthful memories by the mere mention of the word. But the *Illinois Teacher* is the most companionable and fascinating pedant we have ever met. There is not a bit of the severe propriety of the school-room about him; and while he maintains his dignity he does not scruple to laugh outright occasionally. He possesses a genial nature, and, notwithstanding his in-door occupation, his thoughts have imbibed in some way a deal of out-of-door sunshine, which we must say is rare with men of his class. We hope all our readers will seek an introduction.—*Morgan Journal*.

ILLINOIS TEACHER.—It is conducted with decided ability, and is indispensable to every teacher. For one engaged in that profession to be caught without one would be as absurd as for a clergyman to be without a Bible.—*Weekly Record*.

ILLINOIS TEACHER.—The October number of this publication has been received. It is neatly printed by NASON AND HILL, of Peoria, and edited with considerable ability by Prof. BATEMAN, of Jacksonville. From an editorial notice, we infer that its circulation among teachers of the State is not as extensive as it deserves. A work of this kind, which can be made so useful to the instructors of youth and interesting to others, ought not to be permitted to languish for want of support. The low price at which it is published — one dollar a year — should secure for it an extensive patronage.—*Tazewell Register*, Sept. 30.



**ILLINOIS TEACHER.**—This magazine comes to us much improved, under the editorial management of Professor BATEMAN. It is now a publication of great value to teachers. There is one article in the February number worth ten times the subscription price to any practical teacher.—*Democratic Union*.

The *Teacher* for February and March is upon our table, and, as usual, full of matter interesting to all classes of persons. The common-school teacher is instructed; the director learns the decisions of the State Superintendent; and the farmer receives a monthly which carries gladness into every family it visits.—*Pana Herald*.

It fully sustains its previous reputation, and as an organ of the State Teachers' Association is becoming widely known and appreciated by all interested in the cause of education.—*Peoria Transcript*.

**ILLINOIS TEACHER.**—This valuable monthly is before us, filled, as usual, with useful and instructive reading matter, mostly original. Every teacher should have this valuable publication. Were we a School Director we should hesitate about employing a teacher who was not a subscriber for this monthly. Not only teachers, but families, should have it.—*Macomb Enterprise*.

THE EDITOR'S TABLE is bountifully supplied with both substantials and luxuries. Mr. BATEMAN is making the *Teacher* all its best friends could desire. All teachers will take the *Teacher*, of course; and all School-officers throughout the State should take it.—*Illinois Baptist*.

THE following pithy article is taken from that best of School Journals, the *Illinois Teacher*.—*Indiana School Journal*, Nov.

The *Teacher* is always a welcome guest with us. Perhaps no other publication of a like character in the country takes so wide a range in the field of literature, and still renders subjects treated upon more practical than this. We shall cause our readers to become well acquainted with the *Teacher*.—*Elmira (N.Y.) Gazette*.

**ILLINOIS TEACHER.**—It is superfluous to speak in detail of the excellencies of this work.—*Aledo Record*.

THE ILLINOIS TEACHER.—This handsome and truly deserving magazine is at hand. We know of no periodical that we could as freely recommend as in every way worthy of a place at the home fireside as this. Its contents are of a nature at once instructive and entertaining, as well for the youthful scholar as for more experienced heads.—*Alton Courier*.

The *Teacher* fully sustains its character for instructive educational reading. It is among the best publications of the kind extant.—*Hennepin Tribune*.

A very disparaging notice of us appeared recently (as we are informed) in an Urbana paper. We regret that it has not fallen under our eye, for we should like to publish it, that our readers might see both sides. As it is, we can only assure the public that such a notice is extant, and on its travels.

## SCHOOL FURNITURE.

THE undersigned manufactures to order and keeps on hand all the MODERN STYLES OF SCHOOL-FURNITURE, made of the best material and in the most durable manner. Parties wishing Furniture, by corresponding, naming the size of room and the age of pupils, can be furnished with all the necessary information as to size and price.

**THOMAS KELSALL,**

N. W. Corner 7th and Baymiller Sts., CINCINNATI, O.

P. S.—I will supply the castings and ink-wells to those wishing to make for themselves. [au6\*

**The Memento :**  
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# PROSPECTUS OF THE NORMAL:

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### DEVOTED TO METHODS of TEACHING,

#### A. HOLBROOK, EDITOR.

THE NORMAL is issued quarterly, each number containing at least sixty-four pages, with no advertisements included.

The first volume is devoted to the methods of teaching the common branches, including Orthœpy, Spelling, Grammar, Geography, Arithmetic, Elocution, and Composition.

The Classifications, Definitions, Demonstrations, and Explanations of these branches, to some extent, as used in the COURSE OF TRAINING in South-Western Normal School, form the principal material of the work.

Many of the Definitions in the *Normal* are the result of class-discussions, and will be found entirely new; and are claimed to possess the accuracy and beauty of a 'perfect definition'.

Many of the erroneous Definitions of Authors, Teachers and Tyros come in for animadversion. Such errors are found in all our best text-books, handed around from one to another.

The METHODS OF TEACHING, and of Training Teachers in the management of Classes, hold the most prominent place in connection with every branch.

The work, as a whole, is new in conception and execution. Nothing of the kind has ever been attempted before. All previous books for teachers, claiming to be professional, have been so general as to give little definite aid in any particular branch; while the *Normal* contains specific directions and ample exemplifications, for the management of the several grades of classes in each of the common branches.

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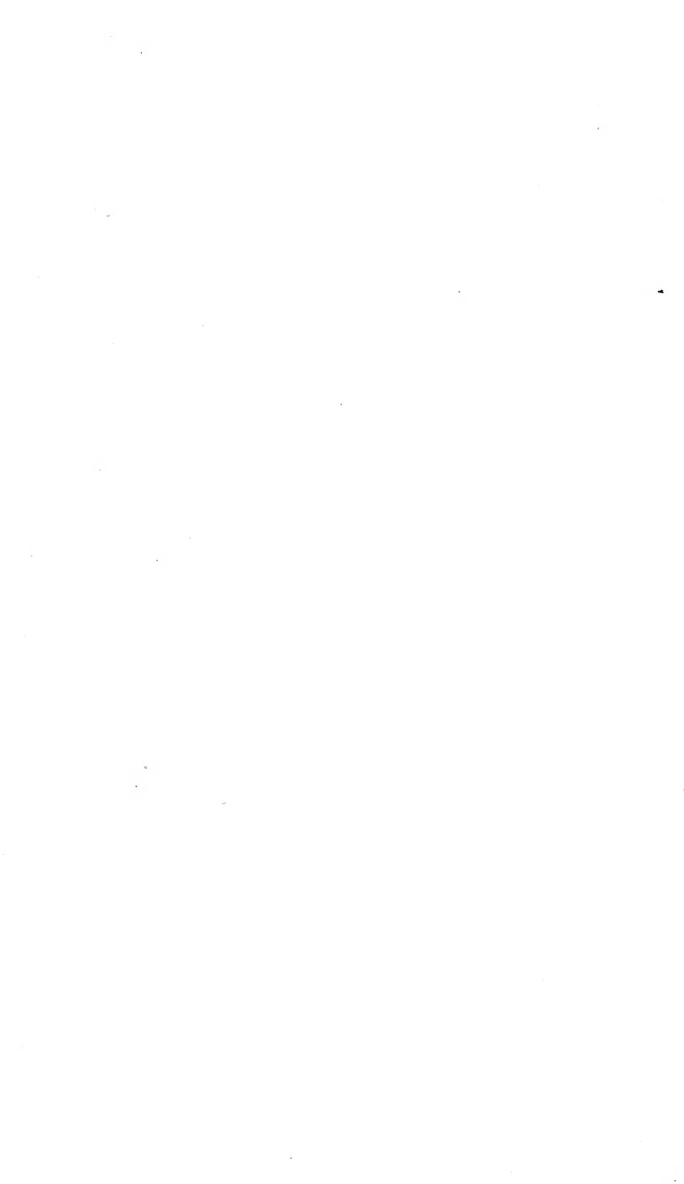
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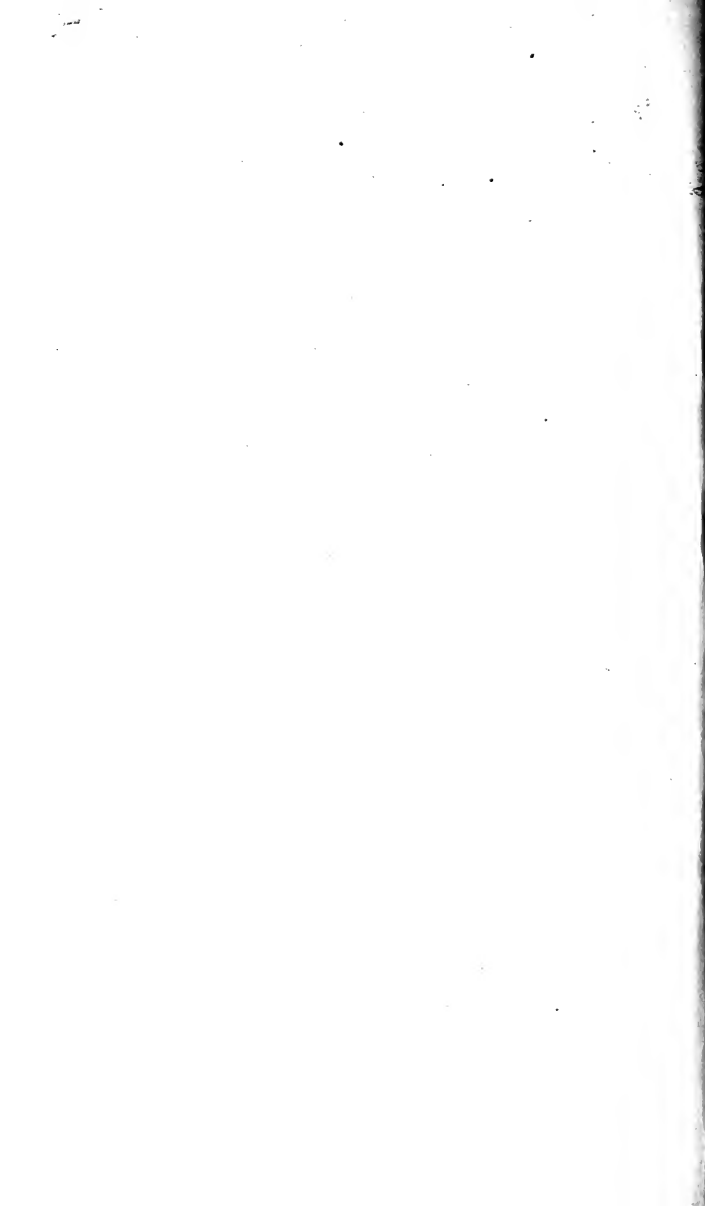
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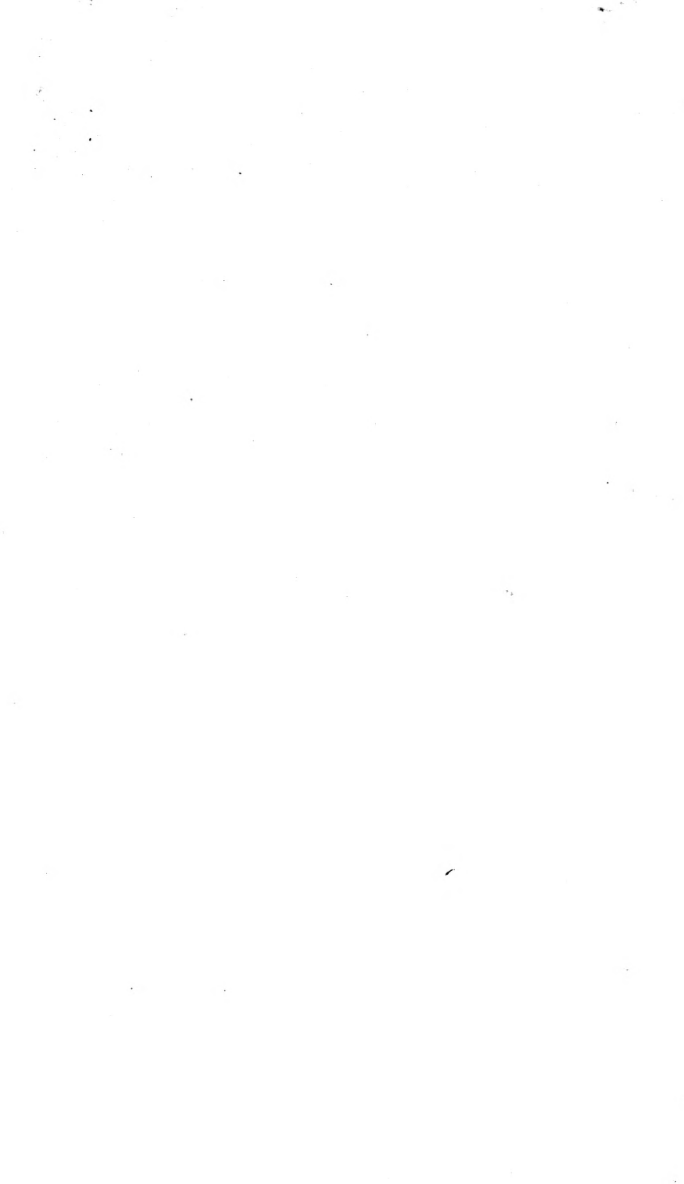
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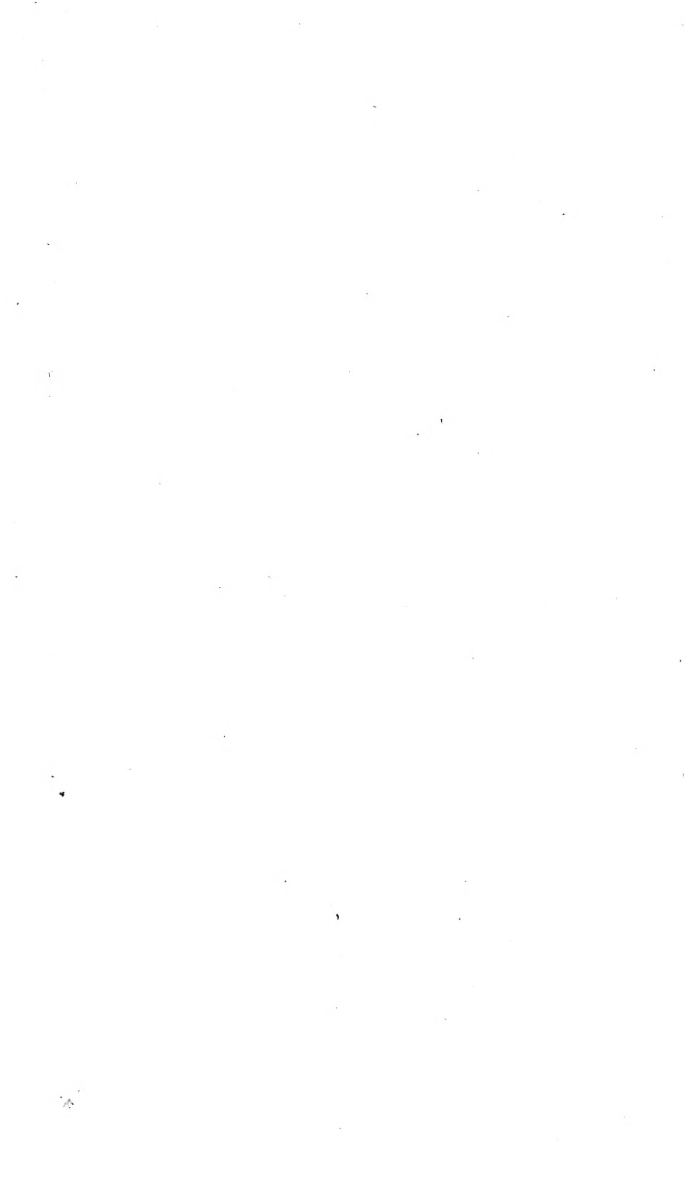












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